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ABSTRACT

Reporting a 1966 1-year demonstration project involving youth in community action, this pamphlet shows how the 24 community action programs in this California project selected and trained personnel, selected and trained youth trainees, established the needs of respective communities, set about to match these needs, and evaluated their action. The 24 community action programs in the project were spread over all of California, including rural, urban, Mexican American, Negro, and Anglo American areas. The problems most often identified by the youth in the project and action most often taken were related to need for (1) teen centers, (2) recreational facilities and leadership, (3) improved youth-police relations, (4) improved Negro-Mexican American relations, (5) youth employment, (6) neighborhood cleanup and beautification in poverty areas, (7) voter registration, (8) tutoring younger children, and (9) knowledge of community provisions for welfare, health, sanitation, and continuing education for dropouts. In the report, appendices provide instruments used in the project, a selected bibliography relating to youth in community action, a list of the 24 contracting agencies, an article from the "New York Times" on the project, a list of 20 questions considered at 1 of the 2 statewide conferences of all project participants, and a list of sponsors and administrators of the project. (BO)

LISTEN EVERYBODY !!

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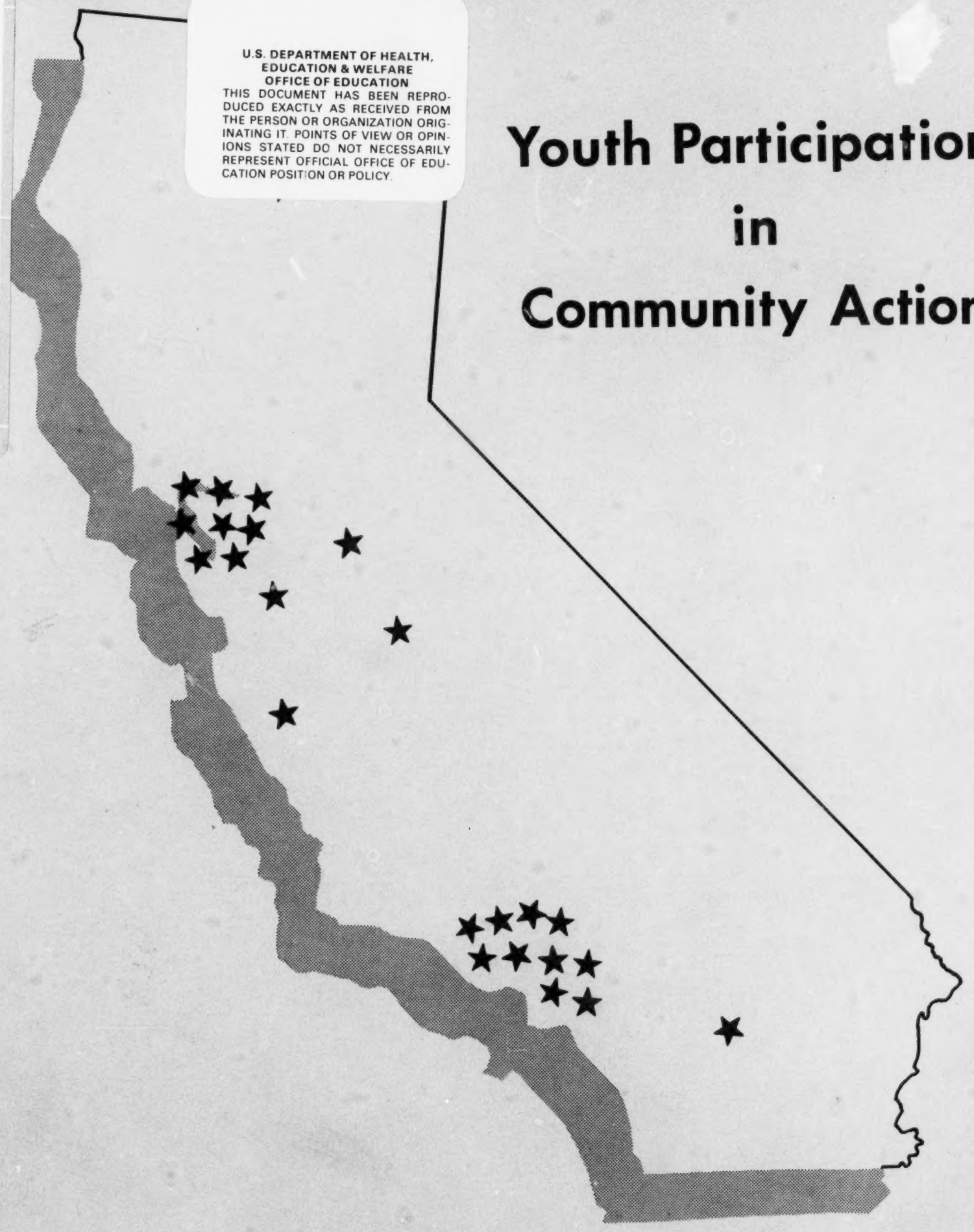
Youth Participation in Community Action



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RONALD REAGAN
Governor

Youth Participation in Community Action

REPORT OF A DEMONSTRATION TRAINING PROJECT

Financed by a grant from the Office of Economic Opportunity
under the Economic Opportunity Act of 1964

Administered by the

CALIFORNIA DEPARTMENT OF THE YOUTH AUTHORITY

HEMAN G. STARK, *Director*
ROY C. VOTAW, *Assistant Director*

LISTEN EVERYBODY!

Report of a Demonstration Training Project
Youth Participation in Community Action

Reported by ROSALIND CASSIDY, Ed.D., Professor of Physical Education, Emeritus, University of California, Los Angeles

". . . The central problem is to protect and restore man's satisfaction in belonging to a community where he can find security and significance."

PRESIDENT LYNDON B. JOHNSON
State of the Union Message, 1965

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INTRODUCTION

This is the story of a one-year demonstration project in California, the first program of its kind to be undertaken in any state. It is reported to aid other states or communities where all or part of such a project appear to be a needed investment for youth.

It is the story of a program set up to train young people from impoverished areas, especially those of the so-called minority subcultures. This training was directed toward helping these teenagers to identify their own community problems, plan for action in relation to those most important to them and those which appeared to be appropriate for youth concern and to carry out their plans for solving these problems.

California for more than 20 years, through its Governor's Conferences on Children and Youth, the California Department of the Youth Authority, the California Council on Children and Youth, the Governor's Advisory Committee on Children and Youth, and the California Council of Youth, has involved young people jointly with adult planning groups in considering action in state and community problems. Leaders, working with youth problems in this state, have long been convinced that many of these problems can be solved more effectively by the young people themselves or by joint action of youth and adults.

During the 1958 Governor's Conference on Children and Youth, at which half of the members were adults and half high school and college age youth, Heman Stark, Director of the California Department of the Youth Authority, stated that today's youth are the most maligned generation of youth in America where 95 percent of the adjusted, responsible young people are blamed for the misconduct of the 5 percent in trouble. He also stressed the fact that our young people today are the best educated and most mature generation our country has ever produced, and because of these facts they should be sharing in community problems and taking action for solutions, along with adults, instead of being considered too immature for such responsibility. Now in the 60's anger, hostility, and violence are used increasingly by youth as a protest to adult apathy, discrimination, disregard for the rights and conditions of youth, especially minority and poverty groups.

Members of the Governor's Advisory Committee on Children and Youth initiated this community action project with the strong belief that young people should be partners with adults in action for self and community improvement and that training in how to identify problems and how to secure change without violence is an imperative to be provided for today's youth by both school and community agencies. Further they were concerned with obtaining a wider representation of minority youth and of socioeconomic levels.

With this long-time commitment and with today's increasing concern for the disadvantaged, a grant to train young people in ways to participate in action for community improvement was requested from the Office of Economic Opportunity. Part II of this report spells out the design, organization and assessment of this project.

Considering the very short time the teams were in action, the results for the participating individuals and for the communities in which they worked are phenomenal. The story is exciting and filled with evidences of growth in community insights, "know how" and action, but most significant is the evidence of increased feelings of self-value and worth on the part of the young participants.

Because the story is alive with drama and meaning, this report starts with what happened to the young people and provides in Part II a description of the California project for those who would like to get some of the action clues from this demonstration to use in their own situation.

We set out to demonstrate a change process. There is ample evidence that this project was a success and should be part of community action throughout this country. The purpose of a demonstration is to show others that a given project can or cannot be done, that it was worth doing and to provide clues as to how or how not to do it. That is the concern of this report.

For the initial idea of training youth for community leadership we are in debt to the young people who make up the membership of the California Council of Youth.

All who participated in this project deeply appreciated the opportunity to design and try out these new ideas, made possible by the demonstration grant from the Office of Economic Opportunity and for their advice and guidance as the project progressed.

For the information in this report we are in debt to the project director, Thomas Rowe, and the assistant directors, Victor Mack and Myldred Jones; to all the agency and youth participants; to members of the Governor's Advisory Committee on Children and Youth, especially its chairman, Mrs. Hubert Wyckoff, and Miss Helen MacGregor, chairman subcommittee

liaison with Youth Participation in Community Action; Heman G. Stark, Director, Roy Votaw, assistant director, Department of the California Youth Authority, and the accounting office of the Youth Authority for charting the course of basic requirements to complete a contract between a private and a government agency; members of the project's training advisory board and to the institutions providing locations for training sessions, which are described in Chapter IV: The University of California, Berkeley; the University of California, Los Angeles; the University of Southern California; Stanford University; and the California State College, Sacramento.

For dedicated leadership and generosity of time and ideas we are indebted to the directors and supervisors of the contracting agencies. The agencies provided work for team members, helped the trainees develop their community projects, carried on the local training programs, gave general supervision and guidance to the teams and survived the great amount of paper work involved. The local contracting agencies were the heart of the project and its success can justly be attributed to them.

The reader will find repetition of some aspects of team action in Chapters I and IV, with the more complete reports of the projects in Chapters II and III. This appeared to be necessary in order to illustrate the relationship of youth and community needs. Evaluation statements have been provided in all of the chapters and profuse use of direct quotes from project materials have been used to assure accuracy in reporting an undertaking filled with stresses, frustration, revelations and achievements.

PART I

THE BIG IDEA AND HOW IT GREW

CHAPTER I. MATCHING NEEDS

There is ample proof that the paramount need of each individual from birth to old age is to have achieved self-identity, a positive self-image, feelings of self-value and worth. For the disadvantaged adolescent this is especially difficult. Ghetto life teaches the individual from babyhood on that he is *not* valued: as a member of a minority group; as one who has all the deprivations in health, schooling, home surroundings that poverty imposes; as a teenager—a "kid" not to be taken seriously; and as one feared by many adults for his embittered, rebellious destructiveness. So the question is posed: If to be considered of worth is essential for the individual's healthy development, how *must* the community provide for this paramount need?

Youth Needs

The teenager needs to earn money and learn in the process the responsibilities of a money-paying job. He needs to be motivated to stay in school. He needs to gain experience in working productively with people —both individuals and groups, to communicate effectively. He needs to feel responsible for self, neighborhood, community, state, nation, world improvement. He needs to understand how his community is organized and how to get action for its betterment. He needs to gain experience in identifying and in helping solve community problems. He needs to feel a sense of accomplishment in doing something of value and being recognized for it by both his peers and his elders.

If these needs are not met, as we have ample evidence not only in Watts and Harlem but across the land, we will have unhealthy, disturbed youth and sick, frightened communities. The youth training project was directed toward the view that healthy youth make healthier communities. The community must find ways in which the health of individual youth may be improved, particularly in the areas of (1) acceptance, (2) being valued as an individual, (3) being successful in undertakings, (4) being a responsible partner in problem solving as opposed to having things "done to or for one," (5) being respected, trusted and treated as a responsible and mature young person, (6) being consulted and asked to participate with adults in shared tasks where young people have the knowledge and skills, and (7) attaining status by having worthy and important things to do.

A boy in the training project, working with the local probation officer in helping a group of younger boys who were on probation, did so well that he was asked to describe his work at a meeting of probation officers.

In reporting his work and the probation officer's request at one of the project's regional training sessions this boy, alight with the meaning of his experience, said: "For the first time I felt I was *somebody!*" Here we are assured of both a healthier boy and a healthier community.

Los Angeles team plans community service project.

Community Needs

As the contracting agencies began working with their trainees to get a view of their community, in order to decide which community needs were appropriate for team study and action, the following outline was provided by the project director. This served as a guide for both agency personnel and team members.

THE METHODS OF COMMUNITY ACTION
A TEAM APPROACH
OUTLINE

I. PROBLEM AND PURPOSES:
What problem is your team working on?
What are your purposes in relation to the problems?

Key points:

1. Get all the facts you can about the problem.

2. By referral to books, pamphlets, magazines, newspaper articles, and visits see how others have worked to solve problems similar to yours.
3. Limit your purposes to those which you can reasonably hope to accomplish.
4. Be sure the community action you plan will benefit both the community and the members of your team.
5. Set some short-term and some long-term goals.
6. Make a timetable for the accomplishment of these short-term and long-term goals.

II. STRATEGY:

How are you tackling the problem?
What will you use to achieve your purposes?

Key points:

1. Your strategy cannot be the best unless it is based on all the facts. Get them.
2. Consider alternate plans to be sure you have chosen the best one.
3. Check your plan of attack with persons who may have helpful suggestions.
4. Check the literature dealing with the problem for ideas.
5. Have in mind an alternate plan which could be used if your strategy develops some bugs.
6. Be sure your strategy includes all necessary steps and that these steps are in the right order.

III. RESOURCES:

What are the resources with which your team will work—individuals, institutions and material things?
Is there resistance that must be overcome? Cooperation that must be gained?

Key points:

1. Know if there are individuals or institutions concerned with your problem. Find out what they are doing about it.
2. Think of individuals and institutions whose cooperation you need and plan ways to get it.
3. If there are physical resources in the community which you will need, find out who controls their use.
4. Gain the understanding and support of key persons in the community who are in position to aid or hinder you in the achievement of your purposes.
5. Try to anticipate any resistance you may encounter and meet it before it arises or becomes serious.
6. Be sure work assignments of team members recognize the special abilities of each member.

IV. TEAM ORGANIZATION:

What kind of organization will make your team operation most effective?
How are decisions going to be made in your group?

Key points:

1. See that the organization and operation of your group provide its members the additional experience of working democratically together.
2. Establish procedures for solving internal organizational problems before they arise.
3. Have regular, established times for meetings of group members to plan, exchange ideas, and solve project problems.
4. Establish ways to keep all members of the team, and those cooperating with you, informed of each other's activities and the progress of the project.
5. As your organizational plan is tested in operation, be free to make changes which seem desirable.

V. LAUNCHING AND OPERATION:

Your problem and purposes have been defined (I); your strategy has been planned (II); your resources have been surveyed (III); and your project staff organization determined (IV). You are now ready to *put these parts together* and get underway.
What are the actual steps you plan to take as you launch and operate the project?
What resources will you use?

Key points:

1. Make a tentative short-term plan and put it in writing. It can be a simple one.
2. Determine priorities.
3. Assign responsibilities to team members.
4. Be alert to ways of providing team members training in any skills which may prove to be inadequate.
5. Involve those persons who will be helpful in getting the project launched.
6. Operate in ways which will involve and interest as many people as possible, giving them a "stake" in your project's success.

VI. EVALUATION AND REPORTING:

What provision have you made for continuous evaluation so that you will know how you are doing and be able to make changes promptly when they are needed?
Are you sure you are gathering, day by day, the information you will need for the final evaluation of your project's effectiveness?
What provision are you making for reporting progress to all interested persons during the project and at its conclusion?

Key points:

1. Remember that your evaluation should show how well your purposes have been achieved.
2. You should have some measure of conditions as you found them so you will know later if your project has made a difference.
3. In the same way (No. 2 above) find some ways in which you can measure changes in team members through their work in the project.
4. Try to find ways in which you can compare the results of your project with what happened in a similar situation where your project was not involved. (This is called a "comparative" study through the use of a "control" group or situation.)
5. The important details of today's experience are soon forgotten. A log of activities will prove very helpful in evaluation.
6. Problems encountered and possible failures are as important in the evaluation of your project as your successes. Everything can't work out as planned! We learn from our successes *and* our failures.
7. Keep a file and put things in it which may not seem important at the moment. Later you may wish you had saved them for use in the evaluation of your project.

The problems most often identified by trainees related to need for teen centers, recreational facilities and leadership, youth-police relations, Negro-Mexican-American relations, youth employment, neighborhood cleanup and beautification in poverty areas, voter registration, tutoring younger children, studying community provisions for services: welfare, health, sanitation, continuing education versus dropouts.

A list of projects discussed and those actually undertaken by the all-bay area teams showing the range

of youth action, experience and learning as well as the contribution to the communities is a representative example of community needs met by this project throughout the state.

TO: All bay area youth participation in community action teams

FROM: *Chris Hadley*, Senior Aide

SUBJECT: The following is a list of all team and individual projects considered or actually undertaken in the bay area since the project began. The list has been made as complete as possible, but some projects may have been unknowingly overlooked. I hereby apologize for such omissions. This list is for use of teams who are considering taking on new projects, so that you may have as wide a range of selection as possible. You could also use it to compare your present projects with those of other teams. An asterisk (*) beside a project indicates that it was not only discussed, but actually begun.

Mt. Diablo Y.M.C.A.

*1. After school group-work recreation program.
*2. Summer day camp featuring assemblies, story telling, dramatics, sports and games, arts and crafts, hikes and trips (current).
*3. Beginning a teen center in Shore Acres (current).

Oakland Recreation Department

*1. Individual in-service work in recreation centers.
*2. Participation in Northern California Youth Association workshops.
*3. Sponsored an all-city recreation day and picnic.
4. Starting a teen a-go-go.
5. Neighborhood survey.
6. Work with OEO.
*7. Coffeehouse (current).
*8. Giving sewing and cooking classes at a youth center (current).
*9. Operating a recreation and crafts bus (current).
10. Getting different neighborhoods and leaders to communicate.
11. Starting local youth council which would be advisory to the city government.
12. Citywide youth newspaper.
13. Setting up teen planning council for programs at recreation centers.
*14. Working for school bond issue.

San Antonio Area Youth Project

*1. Juvenile delinquency prevention.
*2. Tutoring program for younger kids (current).
*3. Setting up a warehouse as a youth center.
*4. Finding a resident house for youth who have left home.
*5. Taking kids on picnics (current).
*6. Opening a summer camp (current).
7. Organizing a PAL baseball team.

North Richmond Neighborhood House and Action for Youth (South Richmond)

*1. Creation of an area school conference as a yearly event.
*2. Creation of a Youth Human Relations Commission at city hall.
*3. Establishment of an integrated teen center downtown (current).
4. District conference involving parents.
5. Establishment of a Juvenile Police Review Board.
*6. Neighborhood cleanup and beautification program (current).
*7. Negotiation with schools for better minority representation.
*8. Youth newspaper (current).
*9. Creation of a teenage sex discussion group.
10. Obtaining more recreational facilities for neighborhood.
11. Establishment of a Youth Community Council.
*12. Establishment of a sewing group for girls (current).
*13. Participation in a youth leadership class.
*14. Promoting recreation and game programs at J.F.K. Community Center (current).
*15. Publishing and distributing flyers for recreation department meetings.
*16. Publicizing college bond issue.
*17. Tutoring, reading, and playing games at rest home for old folks.
*18. Manning desk and phone at boys' club (current).
19. Starting car club to regulate "draggin' the main."
*20. Working with parents' auxiliary of boys' club (current).
21. Starting day camp and tutoring service for first–sixth graders.
22. Registering young adults for election.

Bayview Neighborhood Community Center

*1. Helping establish a local Governor's Youth Action Committee (current).
*2. Participation in Governor's Conferences on Youth.
*3. Participation in three citywide conferences.
*4. Cooperation with community projects such as the Job Fair, Youth Opportunities Center, and the E.O.C. office.
*5. Community survey to assist the San Francisco Department of Urban Renewal's proposed Great Cities Demonstration Act project (current).
6. Youth referral center for counseling and information.
7. Getting improved health facilities for area.
8. Establishing a youth council in Hunters Point-Bayview
*9. Taking photographs of community youth activities and projects for the San Francisco Planning and Urban Renewal Association's exhibit (current).
10. Coffeehouse.
11. Youth forums featuring community leaders.
12. Camping program for neighborhood kids.

Buchanan Y.M.C.A.

*1. Finding jobs for neighborhood teenagers.
*2. Helping Y's summer day camp program.
*3. Establishing an outdoor recreation program for kids not in the day camp (current).
*4. Working in local OEO office (current).
5. Helping OEO neighborhood organizer.
*6. Working in Y office (current).

Red Shield Youth Association-Canon Kip Community Center

*1. Improving attendance and content at PTA meetings, including setting up child care and car pools (current).
*2. Maintaining gameroom and supervising center programs (current).
*3. Helping build a rifle range at camp (current).
*4. Supervising younger kids on bus trip to camp (current).
*5. Watering new plants at a school and getting other youth groups involved (current).
*6. Helping with tutoring program.

One of the striking things about the work of the teen teams is, with all counts against them, the response and openness of adults to their problems. They were listened to and in many cases their continuing aid was sought in interpreting youth needs in the community. These examples are taken from Chapters II and III.

With the cooperation of the director of recreation for Redding a recreation program was developed at Sheridan Park which serves families in low income brackets. The team leader, a trainee, gained approval from the city council.

In the lumbering town of Burney a team, identifying youth employment as a central problem, interviewed local businessmen on the need for jobs for teenagers. These trainees organized a Youth Employment Committee in Burney and secured 20 offers of summer jobs for teenagers.

In Oakland team members were consulted by the director of the Mosswood Playground in relation to teen needs and interests. This resulted in the team developing a *Teen Leisure Tips* flyer to provide teens with information on recreational activities available to them in the summer. Twenty-five thousand copies were subsequently distributed through schools, agencies and on street corners in Oakland.

YPCA teams in the inner city of Oakland were able to call a meeting with the community relations division of the Oakland Police Department to discuss youth complaints. Such police-youth meetings have continued. This resulted in the new mayor of Oakland inviting team members to meet with him to discuss their views of youth problems in Oakland.

A team in Richmond concerned with interracial conflicts was able to present to the Richmond City Council a request for a youth drop-in center to be located at the confluence of the Negro and Caucasian community. The council voted funds for the center which was operated by the Richmond Recreation Department with team members serving as an advisory board.

In another explosive area, Hunters Point, the mayor requested the YPCA team to make a survey of youth problems which he believed could serve as a preliminary basis for a great cities demonstration proposal.

This same team was requested by SPUR, San Francisco Planning and Urban Renewal, to prepare an exhibit entitled "How It Is." This was a most revealing photographic view of the conditions. It was put on view in a bank building at Grant and Market Streets.

A team in Fresno, after making a survey of recreational needs in their area and analyzing the situation, presented their findings to the City Recreation Department. This resulted in the opening up of increased facilities.

The South Central Los Angeles Welfare Planning Council evidenced their belief that youth and adults are partners in community planning by appointing trainees to their standing committees: Mental Health, Task Force for Reduction of Community Tension, Employment Opportunities, Transportation, Education and the Agency Executive Advisory Committees.

The agency director reaffirmed the mutual need of youth and adults in solving community problems by stating:

> It is on these committees that youth are participating in decision making in cooperation with our lay and professional people so that the views of youth will be considered in our deliberations. The opinions of the trainees have strengthened our committee structure since, heretofore, we have operated in a complete vacuum as far as youth are concerned.

This association of trainees with community agencies served the two-fold purpose of educating the trainees in the mechanics of government and the uses of government in a democratic society while educating local governmental agencies in the needs of youth, especially the minority groups living in impoverished areas.

This youth participation program is looked upon by many as one of the most effective programs in citizenship training. One of the members of the Governor's Advisory Committee on Children and Youth, after reading the outline on *Methods of Community Action,* incorporated in this chapter, and a report on ways teams had studied their communities and tackled relevant problems remarked:

> This is fantastic! I didn't know this much about my community or ways I could work to get action in solving problems when I graduated from college, much less even be aware of, or care about taking personal responsibility in such matters.

CHAPTER II. FOR INSTANCE

The projects described in this chapter are representative of urban and rural, north, south and central areas of California and show patterns of sponsorship by private and public agencies including a county department of education and a city recreation department. Each project illustrated how a particular community problem was identified and tackled as a means of providing cues and clues to other groups for replication. Because continued action in this type of citizenship training is held to be so essential by all who participated in this training demonstration, the title of this chapter might better be *Go Thou and Do Likewise!* The Richmond Neighborhood House Project illustrates orderly youth action for the discussion of school inadequacies with school authorities resulting in needed improvements.

The City of Richmond, north of Berkeley, with large poverty areas populated with minority groups, had two teams of trainees, one in north and one in south Richmond. These teams met together once a week for training sessions under the supervision of Neighborhood House. Since friction existed between the north and south areas and serious incidents had occurred between youth from each side where the two areas converge, the central concern of these trainees was on ways to prevent crises and ways to improve interracial attitudes.

Team members and aide were selected from north Richmond on the basis of their previous participation as volunteers in the youth program, their demonstration of leadership in groups and their ability to relate well to their peers. The weekly youth meetings were the primary training instrument where activities were assigned, evaluations articulated and practice given in leadership. Representatives from youth serving agencies and from activities relevant to youth activities were invited to explain their work, and the youth were encouraged to confront them and to present youth's interests to them. Each YPCA member wrote his evaluation and conferred individually with the supervisor.

This YPCA team gave leadership during a serious crisis at the Richmond High School. *The Neighborhood Courier* of March 1966 described the youth action in this way:

STUDENTS WIN SCHOOL JUSTICE

STUDENT, an organization of Richmond High School students and parents, members of the ministry and a rabbi, won a victory Monday, March 21 when the high school's administration agreed to accept a list of 18 demands to reduce racial tensions in the school.

Among the demands are: to hire more counselors, that students not be grouped according to IQ, to establish a grievance board to hear student complaints, that old records not be used for judging a student after a given time, that suspension be considered a last resort, that a friend can accompany a student being disciplined by a dean, and to explore vocational programs for noncollege students to prepare them for jobs that will exist after they graduate.

This list of complaints is the result of some students' concern about friction in the school. The students met on March 17 to air their grievances and to plan what action they would take. This was after a series of recent fights at the school. In the most recent school incident, Mrs. Mary Williams (the project leader) was on the scene as an observer. She was picked up by police who said she was "loitering." At Thursday's meeting, Michael Scott, Richmond High School student, said he and others had asked the dean about starting an interracial club. But nothing was done about it by the administration of the high school, he said. This interracial club could have averted the fights by giving the students a chance to blow off steam and communicate more easily among Negro and white students.

Florine Greer told the group of teenagers and parents on Thursday that white school friends are friends only on the school grounds, "but not after school, especially when they're with their parents."

The organization called STUDENT was the result of this meeting. It is composed of Negro and white students from Richmond High School, Contra Costa College, Harry Ells, and some teenagers out of school, parents and religious leaders. The group planned and organized a student walkout for March 21 to show the student support for the list of complaints. A committee of parents and students negotiated with the school administration until noon, when agreement was reached. The boycott became a rally after the agreement.

The negotiation committee also scheduled a followup meeting on March 28 with the school representatives to evaluate their progress in meeting the demands for change.

* * * * * * *

The following students' statement is an amazing document and even more amazing is the fact that school officials accepted their demands:

The peace at Richmond High School has recently been threatened by unrest among the students, and incidents of violence with racial overtones. The students of RUHS recognize the seriousness of this problem and that immediate action must be taken to prevent an epidemic of violence reminiscent of Watts. Several meetings were conducted by the students to discover exactly the causes for this sudden release of tensions and what could be done to pacify rioters for the present, and to eliminate the problem for the future. After examining a list of grievances presented by affected students, the following list of demands to the administration of RUHS specifically, and everyone in the area in general, was drawn up and supported by parents, students, and teachers alike.

The demands are:

(Effective Wednesday, March 16, 1966)

1. That no student be penalized or disciplined for participation in the program planned by the students.

(To be met by Tuesday, March 22, 1966)

2. That teachers be removed from halls between periods, and that disciplinary action for tardiness be taken by the stu-

dents' teachers; that hall commissioners be on duty at the beginning and end of lunch periods; that two commissioners be assigned to each post, one white and one Negro; that commissioners have the right to issue citations as long as they are signed by both commissioners assigned to the post at which the cited student is cited.

3. That there be a specific amount of time that old discipline records apply; that after a student has rectified himself of any offense by conforming to discipline policy during said specific amount of time these records not be used to determine discipline thereafter.
4. That each student has free speech—that is, students who dislike movies or texts will not be disciplined for expressing such an opinion.
5. That the attendance staff recognize transportation complications (e.g., missed buses, flat tires, trains blocking roadway) as valid first-period excuses.
   (To be met by Monday, March 28, 1966)
6. That representative council elections be changed from English, Civics and U.S. History classes to an "at large" basis according to the "Cincinnati Plan."
7. That concrete steps be taken to add counselors with the view of achieving a 200 to 1 maximum counselee-counselor ration; that an attempt be made to get better qualified counselors and Negro counselors.
8. That a discipline system be instigated in which suspension is an extreme punishment or a last resort.
9. That a Discipline Review Committee composed of students who are approved by the students be created to review proposed discipline; that an' opinion of this group be equal in weight to that of the administration; and that when a conflict of opinion occurs, the decision of the committee prevail.
10. That proposed suspensions be reviewed by the Discipline Review Committee.
11. That appropriate people investigate existing vocational training programs for the purpose of initiating programs at RUHS which will prepare noncollege preparatory students for jobs which will exist when said students graduate.
    (To be met by Monday, April 4, 1966)
12. That the entire administration be available in room 60 from third period to the end of fifth period for the first and third Mondays of each month, so that students who have questions or complaints can talk to them.
13. That students who are being disciplined by deans have a "mock attorney" present when they talk to the deans.
    (To be met by Monday, April 18, 1966)
14. That a "liaison board" (a grievance board) be created which would function outside of RUHS and would act as a complaint board. Students who have complaints about counselors, programs, curriculum or extracurricular activities would take complaints to this board and the board would act within five school days upon the complaints; that the panel members be approved by a committee to be announced by the students.
    (To be met by Friday, May 6, 1966)
15. That modern movies on Negroes and Negro history be shown in history classes in compliance with state law.
    (To be met by September 1966)
16. That qualified tutors be obtained for students in need of remedial education.
17. That the existing educational curriculum be revised to better educate the low achievers.
18. That grouping not be based solely on results from IQ tests; that a preregistration program be oriented.

Another activity related to this team's focus on improving interracial relations is seen in the Richmond Area School Conference on Segregation in the Schools. Three hundred attended. Trainees acted as leaders in 10 of the 35 discussion groups. The program for *Sound Off* follows:

Richmond Area Youth Conference—*Sound Off—People Speak Your Minds.*
Richmond Union High School, 1250 23rd Street.
Sponsor: Neighborhood House.
Purposes for the conference: To get young people and adults from the Richmond area together.

(1) to face the problem being faced by students outside of their own particular schools.
(2) to exchange ideas on ending segregation within integrated schools, as well as within the district.
(3) to discuss the failures and successes of the educational system in meeting the needs of all students.
(4) to break down dividing lines between students in the community.

Schedule for the conference:

9:00–10:00	Registration.
10:00–10:05	Opening remarks in the auditorium.
10:05–10:45	Student panel discussion, panel will be composed of two students from Richmond High, two from Ells High, one from De Anza, one from El Cerrito High, one from Contra Costa College, one from Gompers, and one from the job corps. Students from Gompers and the job corps and one student each from Richmond High and Ells High will tell of their experience in the Richmond school system involving conflicts with students, teachers, administrators and the education designed for them. When these four have spoken, the moderator will invite the reactions and comments of all the panel members with the idea of giving a picture of the problem students face at all schools.
10:45–11:00	Break for refreshments.
11:00–12:00	Four adult speakers, 15 minutes each, to speak on: 1) Community opposition to integration. 2) Minority group language barriers. 3) Psychological effects of segregation. 4) Minority group class and economic barriers.
12:00– 1:00	Lunch with other members of discussion groups to which participants in the conference have been assigned.
1:00– 2:00	Discussion in small groups continues in separate rooms.
2:00– 2:30	Movie.
2:30– 3:30	Open forum in the auditorium. Any participant in the conference can address questions to the morning panel and speakers, or can come forward to have his say.

Discussion group leaders are asked to meet together on March 26 (Saturday) at 10:30 at Neighborhood House, 1595 North Jade Street, Richmond. This meeting will be a training session for discussion leaders.

The following questionnaire dated April 26, 1966, represents a team research effort undertaken to get facts relating to their team project and their May conference:

QUESTIONNAIRE

Answered by Richmond Union High School, March 1966 to Youth Trainee in Community Action, Neighborhood House.

1. *Percentage of the Negro to Caucasian students in Richmond High.*
   78% White
   20.7 Negro
   0.9 Oriental
2. *How many Negro teachers and other school personnel? Also, how many other minority groups?*
   4 Negro teachers
   3 Oriental
3. *How many counselors from minority groups?*
   None
4. *Is Negro history included in the history requirement?*
   No, it's required by the State of California but there's no local law.
5. *How are teachers, etc., recruited from minority groups?*
   Apply at personnel office. Fill application then get appointment. There's nothing indicating race on application. Based on qualifications. After being sent from personnel office, person is sent to school for interview. Based on qualifications and recommendations.
6. *What in-service training program is required for teachers to learn about minority groups?*
   Nothing is required, but, courses have been given. Teachers take advantage of them, every member of faculty has taken at least one course.
7. *How many Negro students in college prep courses?*
   Answer not available at this time.
   Percentage in relation to Caucasian students?
   Answer not available at this time.

The project director describes the trainee's role in this conference in this way:

The Richmond Area School Conference which took place in May 1966 at Richmond High School demonstrated team action, both north and south Richmond, with various officials of city institutions. Perhaps the important thing is that YPCA students as such did not run the conference but participated in the planning with other students and provided leadership or involved others in leadership. The conference was a spontaneous movement which YPCA students saw to fruition as chairman of the steering committee, heads of publicity and other committees, leaders of discussion groups, participants in general. But they saw to it that the conference was an integrated affair of all students and that many students played important roles. It was not a YPCA-dominated conference but truly an area-wide one.

The work for this conference, which was voted to be an annual affair after its success, meant meetings with school officials to arrange for use of the school, meetings with teachers in planning programs and use of various classrooms, meetings with resource people from various organizations such as the police and recreation departments, with newspapers for publicity and with community people to get cooperation in the provision of speakers, of refreshments, of community participation.

YPCA, which in terms of numbers involves only five to a community plus an aide, can hardly live up to its name unless it in turn involves large numbers of the youth community. A team leaves itself open to criticism if it takes all the credit for action and gets paid for its efforts as well. The north Richmond team for instance, performed as such but moved with numbers of other youth, sometimes with official responsibilities such as chairman of this or that, but often as members supporting a student leader. The project provided the team with the training and ability to focus more determinedly upon issues and hence to organize others around issues in order to effect change. Certainly, the team as a very small group could not do this alone.

The trainees presented a proposal to the Richmond City Council for a youth drop-in center to be located at the confluence of the Negro and Caucasian community. Funds for this project were voted by the Richmond City Council and the center was operated by the Richmond Recreation Department with team members serving as an advisory board.

The minutes of the Richmond City Council of April 18th show trainee action for this project:

George Dabney, representing the Action for Youth Committee sponsored by the Neighborhood House, gave a brief report to the council on the highlights of a recent Conference of Youth Participation in Community Action at Asilomar, and said one of the derivatives of the conference had been the knowledge that many parents do not or cannot communicate with their children, indicating a need for more parent participation in youth programs; invited the council to attend the next conference at Stanford University on June 30th, and said he hoped to obtain and display to the council a film depicting the various activities of Youth Participation in Community Action. Mr. Dabney then introduced E. F. Edwards, Chairman of the North Side Committee, and W. T. Thomas, Chairman of the South Side Committee, who reported on the work of their committees in the Youth Participation in Community Action program; strongly advocated a team drop-in center in the downtown area which would be operated by the young people under adult supervision; formation of a youth council to establish better lines of communication between youth and police, and also between the different ethnic groups in the city to learn about each other's cultures and religions. Miss Cynthia Thomas, 518 South 21st Street, urged the council to support the program to promote better understanding as an investment in the future. Councilman Pierce offered a motion, seconded by Councilman Evans, that the council go on record as supporting the Action of Youth Committee, and that the matter of formation of a neighborhood youth commission be referred to the city manager for review and recommendation; also that the recreation and parks department investigate the matter of youth participation in the operation of the downtown teen drop-in center, which motion was adopted by unanimous approval of the council.

The south Richmond team, incorporated as the Action for Youth Committee, also established a storefront headquarters in south Richmond.

This agency continued its Youth for Change program under Neighborhood Youth Corps auspices with the college aide going into the work-study program at Contra Costa College and then being assigned to continue his work with the team.

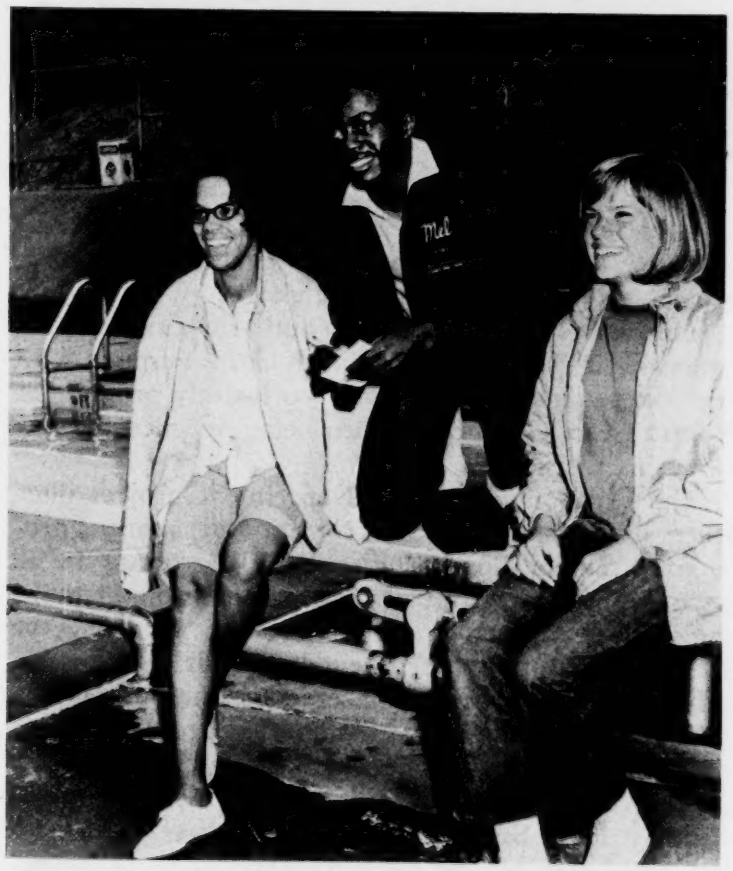
The Oakland Recreation Department project illustrates sponsorship by a city recreation department providing training opportunities on playgrounds in all parts of the city, with particular emphasis on establishing and strengthening communication between the teenagers in impoverished neighborhoods and those in other areas to bring about some measure of rapport and understanding between minority groups and the official agencies of the so-called "establishment."

The City of Oakland, in northern California across the bay from San Francisco, has been certified as a depressed area by the Area Redevelopment Administration. Areas, with 41 percent of Oakland's total

population, selected for the new economic development program, are predominantly Negro and Mexican-American with serious unemployment problems. There is much racial tension in this city, where a serious riot broke out recently in one of the senior high schools, injuring both students and teachers.

This team had 10 trainees, both boys and girls, a community development aide and one supervisor. Team members, from four of the city's high schools, were selected because of outstanding leadership, prowess and an interest in sociology-type work. Trainees were 16 through 18 years old, four were high school juniors, six seniors. The team was selected through an interview process conducted by James Battersby, the supervisor and two assistants from the recreation department. Some 42 applicants were screened by this committee, with 10 trainees selected. Team members were placed in 10 distinctly different geographical areas, mostly centers of racial tension. Each trainee was attached to a center, and in some cases two or three centers to serve as an aide as well as a representative of that center; the idea being that the 10 team members, after gaining rapport and respect of the teens at the various recreation centers, could speak for the youth and present problems for the team to work on. Of the 18 centers in the city, some 14 were directly involved.

This statement of criteria for the selection of team members was sent to all of the recreation center directors who in turn trade recommendations for the teams:



Bay area recreation aides in poolside discussion.

RECREATION DEPARTMENT
City of Oakland

Youth Participation in Community Action

Youth Participation in Community Action is designed to afford the youth of various counties and cities throughout the State of California the opportunity to work with adults, teens and children in a meaningful program of community action and improvement.

The project for the Oakland Recreation Department may include: training, program assistance, meeting with club and civic groups, planning workshops, developing a citywide teen policy and other programs as assigned by project supervisor.

Pay will be at the rate of $1.35 per hour with an average weekly assignment of 15 hours.

CRITERIA

The following criteria must be met:

1) Sophomore, junior or senior standing in school.
2) Average scholastic proficiency of C+/B—.
3) Evidence of leadership with peers and adults.
4) Present endeavors leading to future work in social service/science.
5) Must reside in the City of Oakland.
6) Must be available for evening and weekend work.
7) Must be available for three or four statewide training sessions.

INSTRUCTIONS

Recreation leaders having teens they wish to recommend for this program should submit their name, address and telephone number along with a written recommendation as to why he or she should be involved in this program. This information should be submitted to James Battersby at 1520 Lakeside Drive, Oakland, California.

The supervisor's final report states:

The team met every Monday evening from 7–10, the purpose of which was to formulate plans and carry out ideas in problem-solving situations that were brought to the team. During the Monday night meeting, we discussed and worked on such projects as Proposition K, a citywide teen picnic, and other areas which will be elaborated on later in this report. The Thursday meetings, from 4–6, were devoted to in-service training. Here we would involve various resource persons to provide question and answer periods on such things as Neighborhood Youth Corps; how to work with groups; federal programs, department policy; Governor's Conference on Children and Youth; racial relations; and included in here was a visit with the new mayor, John Reading. In addition, trainees received recreation training at district meetings, and also took part as individual center staff members. Finally, in the training process, there were two three-day statewide training sessions held at Long Beach and Asilomar. This method was broken down in June to a more compatible regional training program, and subsequent training sessions followed at the University of California and at Stanford. At these training sessions, youth had the opportunity to exchange ideas with other youth throughout the state and to be able to question outstanding resources in such fields as law enforcement, communications, and group work. It is interesting to note here that the Oakland team took an outstanding leadership role at these sessions.

These trainees worked on improving police-youth relationships when a teen group in the inner city of Oakland complained about the job the reserve police were doing at a teen dance. The problem was brought to the attention of the YPCA team who checked other facilities to see if the problem existed. They

were able to call a meeting with the community relations division of the Oakland Police Department, present the six problems which they had uncovered and were assured that action would be taken. Future meetings with the police were scheduled. The new mayor invited the team members to meet with him to discuss their views on youth problems in Oakland.

The team held a joint meeting with the San Antonio Youth Project, as well as with a youth group from Piedmont, to plan for future cooperative projects. Throughout the project they managed in many ways to establish contact and good relations between youths who lived in poverty-stricken minority neighborhoods and students who lived and attended school in districts which are almost entirely middle and upper class and Caucasian.

Team members participated in a survey of the Tassaforange District in East Oakland to secure information on community needs with particular reference to the program in a soon-to-be established recreation center and worked in six recreation centers in Oakland during the summer assisting in sewing and cooking classes, athletic programs and developing councils of youth to advise on the program of the centers. One of the trainees developed a proposal for a recreation and craft bus to take recreation programs to locations where there was no recreation program which was suggested to the Oakland Recreation Department. The team developed a proposal for a Coffee-House Youth Center in West Oakland where the need for this type of service for teenagers is great.

Trainees worked with teen clubs, teen drop-in community groups and full- or part-time recreation staff in their assigned areas. They helped with a bond election for expanded educational facilities. Team members were consulted by the director of Mosswood Playground on proposed teen programs. They developed a *Teen Leisure Tips* flyer to provide teens with information on recreational activities available to them during the summer. Twenty-five thousand copies were distributed through schools, agencies and on street corners in Oakland. A very successful all-city picnic involving 400 youths from all sections of Oakland was organized and run by the trainees. It was the objective to close some of the gaps that exist between youth from various sections of the city.

Each team member kept a log book of his activities, notes on all training sessions, lectures, interviews, evaluations, conferences. These are the most complete of any sent in to the project director.

At the close of this project one trainee received a four-year college scholarship; one went to the University of California, Davis, and one to the University of California, Berkeley; two to junior college, one of whom continues half-time employment with the recreation department, the other plans to major in social work; one to trade school; and four still in high school with part-time employment with the department.

At the close of this project, the supervisor asked each one for an evaluation of his experience in relation to a number of questions. One of the returns follows:

YOUTH PARTICIPATION IN
COMMUNITY ACTION
FINAL REPORT

1. Do you feel that you and members of the team showed growth in this program? In what areas? What contributed to your growth?

I feel definitely that the members of my team and I grew with the progress of the YPCA Program. The growth was evident in our personalities, level of maturity, and worldly knowledge (information gained and retained from the program).

Leadership was a quality many of us either had or developed as a result of our participation in the community action program. We gained wisdom, in the sense that we gained understanding and insight which can only come from experience, like the one we had in YPCA. We were given instruction and a chance for self-application of our learnings. I think the program gave us a head start in preparing for our role as adults and community leaders for the near future in our communities, cities, and our nation.

The responsibilities and position as a youth leader helped tremulously [sic] toward my growth in the program. I learned one small insignificant thing and that is a skill in talking to people and a way to make it easier to live and work with many different people. To me many people haven't learned this technique, and I need to learn more about it.

2. The project had its most significant bearing on its trainees. Because many youth, like myself, young according to man's definition of age, but advanced in man's definition of common knowledge, youth like myself sought meaning to our lives, and had the desire to want to help give meaning to the lives of others. This project helped the youth in it and those who came in contact with them. As a team we changed or affected some adults image of teenagers.

As a team we learned that people need one another to upbuild, encourage, understand and truly be interested in one another. Our team did this.

As far as accomplishments we didn't have enough time, we barely got ourselves together figured and then we were on the road to figuring out the youth in our communities when we found out our project was going to be terminated. I feel we could have done a tremeous [sic] lot of work if we had of had more time.

3. The selection process for the members of our team was slightly unbalanced in our male trainees' leadership qualities, with the exception of one male member. And sometimes I wonder why I was selected, because I feel I needed the program more than the program needed me. Our interviews were extensive and carefully conducted.

4. The training by the Recreation Dept. was wonderful. We took it back to youth and showed them how they could express themselves through music, drama, home economics (cooking, sewing, and charm classes) dance, and last but not least, crafts.

But it could benefit us directly in our program because recreation doesn't reach everyone in a community. The training we got in teen organization was good, and came in handy when we were asked to organize teen activities on our recreation facilities.

We needed resources to tell us about our communities, how we fit in, and what we could do to make and keep it a better place to live in.

6. The regional and statewide training were good, considering they were the first of their kind. I'm sorry we didn't have more community workers, rather than community leaders who work from office positions. The training was beneficial and necessary to help toward making our program the success it will be. The training was like nothing I seen before, geared especially to training youth how to accomplish one sole purpose and do it right, the way it should be done.

7. As far as definite community action, we did none.

Because by the time we learn who we were, what we were going to do, who we were going to work with, and for who we were going to do a lot of wonderful things for, the program was over.

If the program had went on our team would have been in the midst of much work.

But thus it didn't the only thing I can say we did as a team and good was start programs in my assigned area for deprived children, such as cooking, sewing, tiny tot training, and crafts, we did it through St. Patrick Church in West Oakland.

8. Our team had a city wide function, a picnic. We gave it for the sole purpose of mingling youth of different backgrounds, colors, class (economic levels), social levels and environments together to exchange and compare ideas.

9. I was assigned to the west part of Oakland. The majority of the people are Negro. These people were mostly economically deprived due to lack of education and will to work and desire to want more and better things in life. Most of the teens had problems in these areas

(1) school
(2) parents
(3) no money
(4) parent themselves out of wedlock
(5) wrong kind of recreation leading to police trouble
(6) discipline

I was used as a teen advisor to the teen clubs at Poplar and DeFremary Recreation Centers. I gave them ideas on social service project they could adopt, long and short term goals they could aim for and I helped in suggesting money making projects for their clubs.

10. If the program could last, I think our city government officials would see how much youth could benefit their city tremeously [sic] with youth in community action.

The Stanislaus County Department of Education Project illustrates sponsorship by an educational agency and also represents a program in a rural agricultural area. Team members were chosen from Hughson High School, a small farming community near Modesto. Their project helped trainees explore vocational interests by acting as interns on a four-month rotating basis in county agencies. These were the county hospital, welfare department, sheriff's department, probation department and the housing authority. One trainee served as counselor and secretary to the Stanislaus County Youth Council. The superintendent of Hughson High School describes the selection of team members in this way:

Perhaps the major thing that stimulated our interest in this project was our experience at the governor's conference, two of our students showed a strong interest in a career which would involve working with young people as probation officers, welfare workers, and policewomen. Mr. Corder's offer came at just the right time. We explained the proposed program in a school bulletin and students filed their applications. A screening committee went over all applications. One of our first requirements was that the student demonstrate a strong desire to follow such a career. There were a fairly large number of qualified applicants who would have done well in the program but their career ambitions correlated only in a small way with the work to be done in the project. They were the "Eagle Scout" type who have had ample opportunity for a great variety of experiences in the past. Our second aim was to select students who were academically capable but who had rather narrow backgrounds in socioeconomic experiences and who would have a difficult time going to college if they were not strongly motivated before leaving high school. Generally speaking, participation in this project was the high point in each student's life. One of the final aims in our selection was to establish a heterogeneous group so that in their associations they would be required to adjust to a variety of backgrounds, personalities, and experiences. Briefly, it can be stated that we have been amazed at the results achieved by the five girls.

At the inception of the plan the agencies were concerned about the extent of in-service training to be given to the trainees, expressing some reluctance to trust them with confidential records. Without exception the evaluations sent in by agency supervisors enthusiastically praised the young women. The following letter from the sheriff's department is a typical illustration both of the training provided and of the trainee's success:

Mr. Tom Rowe, Director
California Youth Participation
in Community Action
Van Ness and Market
San Francisco, California

Dear Sir:

We have been requested to give you a resume of the activities of Miss Donna Norris, Hughson High School representative of the Governor's Council on Youth Program, in this office.

Miss Norris was given a two hour basic orientation lecture on March 9, 1966. Subsequent to this she was taken to the commanders of the various divisions of this department and given an orientation of the functions and duties of these divisions. Included in these orientation sessions were the Criminal Division, Identification Division, and Jail Division.

After the above sessions were completed, Miss Norris was then turned over to the personnel in the Division for a more intensified training program as follows:

1. CRIMINAL DIVISION

Working alongside a female deputy in the investigation of juvenile cases (i.e. unfit homes, child neglect, molestations, etc.) Accompanying the Psycho Detail officer in the course of a mental petition hearing, from pickup at Modesto State Hospital through the court proceedings, and return to Modesto State Hospital. A session of interviewing a narcotic addict in the County Jail, in company with a vice and narcotics officer. Training sessions with various detectives on the methods in investigations and follow-ups on criminal offenses. Preparation of various reports, including subpens, warrants, and complaint reports, in the Criminal Records Section.

2. CIVIL DIVISION

Preparation of the various types of civil processes, such as summons, subpenas, writs of attachments, garnishments, etc.

3. IDENTIFICATION DIVISION

Working with officer in the photo and fingerprinting of prisoners. Filing of fingerprint classification cards. Developing of photographs, and related Identification Division duties.

4. JAIL DIVISION

Working with a matron in the female section of the jail. Feeding inmates of that section, making head counts, and other tasks relative to the female section.

Miss Norris is currently working in the Criminal Records Section of the Criminal Division, learning the filing system, and also working with the Juvenile Detail on cases which are felt to be of particular interest. She will be introduced to the workings of the Administration Division during the week of May 16–20.

It is felt by all those who had an opportunity to work with Miss Norris that she is an excellent representative of the youth of her age group. Without exception, the division commanders, and those of the office personnel with whom she has come in contact, all have said it is a distinct pleasure to work with Miss Norris because of her alert attitude, intelligent questions, and obvious interest in her part of this project.

The undersigned, who has been acting as Miss Norris' supervisor during this period, would like to add that she has made excellent progress in the understanding of the functions of this department. She has indicated an absorption of the material given her by the ability to correctly answer questions asked regarding those segments of the office in which she has trained.

It has been a pleasure for this department to have Miss Norris as a representative of the Governor's Council on Youth, and if hers is any indication of type to be expected in the future we will be most happy to continue this endeavor.

Very truly yours,

By William G. Manley
Signed William G. Manley,
Sgt. Administration Division

This project had a particularly able community aide who was an undergraduate student at Stanislaus State College. One of her monthly report shows the team's progress, type of team training, plans for publicity and the project's summer recreation program.

YOUTH PARTICIPATION IN COMMUNITY ACTION

Name of Agency: Stanislaus County Schools
Person filling out report: Vicki L. Coble Date: June 1, 1966
Report for the month of May, 1966

Major activities of the Community Action Project during this report period were:

1) *Recreation program*

Drew up preliminary outline and presented to the Hughson Youth Board for approval. They approved and granted to the group funds for working and getting equipment for the program. Also assigned a committee to work with our group.

The project was developed further by sending out survey forms through the schools in the area. The results will be used to determine interests and will serve as a guide to the program once in it in operation (enclosed is a copy of the form sent out.)

Team members enrolled in a 10-hour First Aid Course given by the American Red Cross. This was to serve as protection for the girls while working and also serve as assurance to the parents who will be sending their children to the playground.

2) *Special Television Report*

On Thursday, May 19, 1966, the team assembled at the sheriff's department. A reporter and photographer from Channel 10, Sacramento, spent the afternoon shooting material for a five-minute film report on the project. On Monday, May 23, the film was shown three times during the day and evening. The emphasis on the project was in the sheriff's department and the work of team member Donna Norris. The whole team, though, was involved. One team member commented: "It was fun."

3) *Agency work*

Work has been proceeding normally. During the month of June a shift in agencies will take place. The letters sent in earlier in this report period are evidence of the response and praises by the agencies for the girls' work.

In-service training meetings and program:

There were three speakers during this period. Mr. Greaves for Welfare explained about the work of this county agency and gave some excellent background on the growth of social welfare as a state function. Mr. Graver from Probation proved interesting and educational. He passed out material on laws concerning juveniles and on the probation department. Dr. Ahlem from Stanislaus State College spoke on interviewing techniques, using an actual interviewing situation to show how to interview.

Future project in planning stage:

1) The main project planned for the month of June is a 12-minute technicolor film on the project with equal time given to all the girls' work.

2) June will find a change of agencies for the team members. Two will be placed in the sheriff's office, and one each in probation, welfare, and the housing authority. The hospital has been dropped because of seeming lack of progress which is available to the team member assigned there. The housing authority assignment will involve work in a migrant labor camp, probably working in the day care center.

Problems encountered

1) Beginning actual work on the recreation program
2) Finishing getting equipment for the recreation program
3) Still need to hire a boy for work on the recreation program. Applications are out at this time.

Enclosed are copies of newspaper publicity. Enclosed are copies of various forms sent in connection with the recreation program, including application for work.

The City of Hughson had never had a summer recreation program, so with the extension of the project grant, the team focused on this need, especially in relation to the children of migrant workers in that area for the summer peach harvest. The team organized the program, secured funds from community organizations and enlisted trained volunteers as well as each qualifying in a first aid course to assure safety for the children. In the nine weeks of operation 2,000 children participated.

The secretary of the Hughson Youth Board sent this letter to Vicki Coble, the community aide:

Dear Vicki:

We have had nothing but good reports from the Hughson Summer Recreation Program. The children I have talked with are simply elated with the program. I am sorry we didn't have more funds to spend on it, but, of course, we work on a limited budget. We do appreciate all the effort you have given to it.

In case you didn't get the news clippings I am enclosing the same.

Sincerely,

(signed) Mrs. Bill Gevin, Sec'y

Some rural area children served by a central valley team.

This team assisted in writing and acting the story of the project for a film which was produced by the Stanislaus County Department of Education.

Four members are now in junior college, planning to major in social work, two are seniors in high school, one is employed full time in the summer by the housing authority.

The Trinity Street Opportunity Center Project is located in a hard-core poverty area found in west Fresno. The area served by the center covers approximately five square miles. Population of this area was 13,504 in the 1960 census but has increased considerably since that time. This center serves approximately 10,000 persons, some 43 percent of the families earn less than $3,000 per year and 20 percent earn less than $2,000 per year. The population is 42 percent Negro and 31 percent Mexican-American. Almost 10 percent of the tract's inhabitants have not completed any type of school. The center is located on the edge of a housing project and is immediately across the street from a city playground. It has many advantages for implementing programs in a building which was formerly used as a regular school where the classrooms with equipment and furnishings are being used entirely for the War on Poverty program.

The uniqueness of this center is that it was the outgrowth of four organizations coming together to plan to meet the needs in the poverty area: the Mexican-American Community Services, the NAACP, Catholic Interracial Bureau and the Catholic Welfare Bureau. The needs of the area were defined, a school building was given rent free by the Catholic Interracial Bureau, and the Trinity Street Opportunity Center was established in September 1965. It has earned communitywide support.

From the beginning the Youth Participation in Community Action Project was seen as a demonstration project to allow two teams with both Negro and Mexican-American membership of boys and girls to get training in relation to community agencies and meeting as a team to look at the urgent needs of the area and to plan and take action. The emphasis was on helping others. Team members were assigned to the following agencies: the Nursing Center, the Head Start Project, Veterans Hospital, Castle Village (for the retarded), Heart Association, Fresno Community Council, and the Volunteen (a central agency to send out teen volunteers upon request).

The team's first project was to make a survey of the recreational needs of the area. Following the survey and analysis of need, a petition for additional recreational services in the area was circulated by team members in the high school. Seven hundred student signatures were obtained. The team then requested a conference with the head of the Fresno Recreation Department. They were very well received and made to feel that their recommendations were welcome. The recreation department director said that this was the first time a group from west Fresno had come to ask for anything. His response to their request was to open up a high school tennis court, to provide an instructor and teaching clinic, balls and rackets were supplied making the team feel, at this early point, successful and very encouraged.

The team indicated their interest in personal enrichment, so a program was structured in which speakers were brought in to talk with the team and visits were made to various centers in the community, for example, attending the board of supervisors' and the city council meetings.

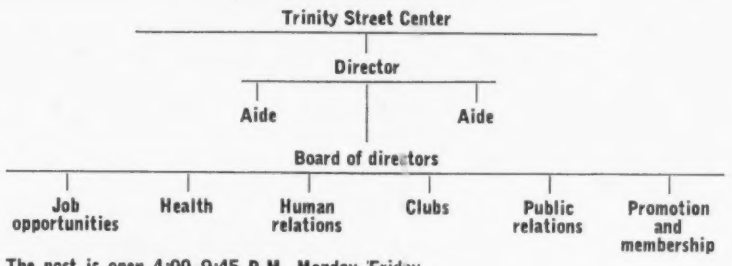
Forty or more representatives from the 11 or 12 high schools were brought together by asking the student body officers to send representatives to a general meeting. This group organized a county youth council.

The team had any number of other projects through which they were reaching out to help other young people, such as a Home Economics Club, a Leadership Training Club in two junior high schools, the organization of a junior high school dance, the organization of a Girl Scout troop, the first in west Fresno.

Team members were selected by the counselor in the high school areas on the basis of those in need and those most able to work with others.

After hearing reports on Teen Post programs at the Lake Arrowhead conference the team discussed the possibility of setting up a Teen Post. They made a visit to the Teen Post in Los Angeles and got into action with remarkable results in community cooperation. A building was obtained from the Redevelopment Agency. A thousand dollars was collected in the west area by team members, furniture was donated and an open house was held to start the whole project. The Trinity Community Center director heads the organizational plan with a post director, two aides and a board of directors. Team trainees are in charge of the service areas: job opportunities, health, human relations, boys' club and girls' club activities, a coed club, and promotion and membership. The following diagram shows the relationships:

TEEN POST MULTIRECREATIONAL PROJECT



The post is open 4:00–9:45 P.M. Monday–Friday
Fridays—4:00–12:00
Saturdays—12:00 Noon–12:00 Midnight
Sundays—1:00–6:00 P.M.

Team trainees are continuing working in the Teen Post under funds from the Neighborhood Youth Corps.

In this project the trainees utilized the services of the city's human relations director, the community relations specialist of the local Redevelopment Agency, the staff of OEO, the city recreation department and others who promised their continuing support of the teen center. The team has assisted in this project by the help of the Teen Post in Watts and its YPCA trainees.

This team hopes to eventually employ other low-income young persons through the Neighborhood Youth Corps, the College Work-Study Program and the recreation department to become part-time staff members of the project.

An evaluation by one of the trainees:

> Since I have been in the Youth Participation in Community Action my life has been greatly enriched. As a trainee I had a chance to work in the Head Start program as an assistant to the school nurse, Mrs. Huerta. I had a chance to talk to many other people in their profession such as Dr. Mosely, who took the examinations for the pre-school children and also Dr. Furlow, who was the dentist. In both cases I had a chance to assist.
>
> At the conference, in Sacramento, I realized that I had much more responsibility to myself and my community. There were many things said and done I shall never forget.
>
> The financial aid has enabled me to return back to college and continue studying nursing. So, you see I have truly been rewarded by the Youth Participation In Community Action program.

The supervisor of this project states in his final report:

This program left me with invaluable experiences. Working with youth and being able to communicate with them is in itself an experience. In fact, one that is greatly needed in our society. The YPCA provided me with the opportunity to meet persons I would not otherwise have met. We talked with the Governor, visited the Mayor, and met many interesting residents of the West Fresno Community. These and other experiences make working with youth very rewarding.

How This Program Helped Individuals and the Community —The YPCA program offered a variety of rewards to its participants. To the trainees and aides it offered employment and financial assistance—To the communities it offered creative youth. This program stimulated youth involvement in community affairs. A program of this nature can act as a deterrent to juvenile mischief for it gave some of the more responsible youth the opportunity to launch programs which would occupy the time of those youngsters who are many times the originators of adversive juvenile activities. This program helped improve the community, though this improvement may not be visible to the naked eye of the community. The formation of groups such as the Girl Scouts, Boy Scouts, Drama Clubs, etc. help to instill values and responsibility in the youth of this area. There appears to be no apparent way to measure the effects of the YPCA program upon the residents of this area, however, the activities and programs of the group have become a significant part of the community of West Fresno. The youth group hoped that some of the programs endeavored by the YPCA group might provide the youth of this area with an opportunity to develop and strengthen their pride in the community. The visible effect of a program of this nature are not readily appreciated by the community or persons involved. The good effects of such a program is a gradual process and often times goes unnoticed by the persons who are involved with the program.

The South Central Los Angeles Welfare Planning Council's project with 10th, 11th and 12th grade Negro and Mexican-American boys and one community development aide did not get started on its program until April 1, 1966. Trainees were selected from seven high schools with the focus on giving useful work experiences to young people from low-income families by working as interns in key community agencies: the California Youth Authority, South Central Health Center, California Department of Employment youth office and the bureau of public assistance. Trainees were rotated so each had a view of all the agencies.

This is a private agency, funded by the United Way, located in the south central Watts area of Los Angeles, 52 square miles in size with a population of about 6,000, many of them unemployed, minority groups, senior citizens and single men.

The trainees were selected by the schools in the area to represent the various neighborhoods of the seven high schools. The project supervisor sent a letter to school principals and to area agencies asking for active, average students who know many other students and are skilled in dealing with area situations.

This project is another illustration of internship-training. However, an important unique feature, illustrated by this project, is the team's service as a youth component to the welfare council. Trainees participated actively on the board of directors as consultants and were appointed to standing committees: Mental Health, Task Force for Reduction of Community Tension, Employment Opportunities Committee, Transportation Committee, Education Committee and the Agency Executive Advisory Committee.

The agency director stated:

It is on these committees that are participating, "decision making" in cooperation with our lay and professional people so that the views of youth will be considered in our deliberations. The opinion of the trainees have strengthened our committee structure since, heretofore, we have operated in a complete vacuum as far as youth are concerned.

The first team task was working on the Watts Hospital bond issue. The other big general team undertaking was participating in the planning for and conducting, successfully, the Watts Summer Festival. The following will show how large an undertaking this was:

JORDAN HIGH ALUMNI ASSOCIATION
WATTS SUMMER FESTIVAL COMMITTEE
1834 E. 103rd Street
564-7837

This is to inform you that the David Starr Jordan Alumni Association is coordinating a "Watts Summer Festival" during the period of August twelve through fourteen, 1966. The effort is a comprehensive one, designed to involve the entire Watts community. It is a non-profit venture and all proceeds will be used to improve health, educational and transportation services in the area. The following is a concise account of the activities to be promoted on these three days.

A. *Operations for the Entire Week-End*

1. Tents and temporary concession booths will be erected on all of the vacant lots along 103rd Street. Within the tents workshops will be conducted and Negro cultural exhibits will be displayed (i.e., paintings, sculpture, etc.). One sale at the concession booths, operated by local residents, will be handcrafts created by church and club members, soft drinks, cotton candy and other food and refreshments.
2. A carnival will be installed on 103rd Street to provide wholesome and exciting recreation for both adults and children.

B. *Jazz Festival, August 12 and 13*

1. The first session of the Jazz Festival will be held on Friday, August 12, from 8:00 p.m. until 12:00 at the Jordan High Athletic Field. Jazz and rhythm and blues will be performed by local amateur and professional talent as well as prominent national personalities. The second and third sessions of the Jazz Fesitval will be held on Saturday, August 13, from 2:00 to 6:00 p.m. and from 8:00 p.m. until 12:00 a.m.

C. *Parade, August 14*

1. On this, the final day of festivities, a parade will be conducted involving teen-post constructed floats, local high school marching bands and drill teams, a cavalry troupe, and a grand marshall motorcade. The parade will proceed through the Watts area. Following the parade, a rally will be held at Will Rogers Park.

D. *Festival Queen Contest*

1. One of the highlights of the festivities will be a "Miss Watts Summer Festival Beauty Pageant." During the week prior to the Festival, the contestants, many of whom have been ghetto residents all of their lives, will be honored at a tea given by the Society of Watts Mothers, hosted by City and County officials at a luncheon, taken to Disneyland and presented to the public on television, among other exciting activities.

This massive endeavor is being promoted for several reasons, the salient one being to involve the total community . . . its organizations, groups and residents . . . in a multi-faceted, constructive and rewarding effort. Our specific purposes are as follows:

1. to demonstrate to the community at large (local, state and national) that Watts has the capacity to function laudably in its own behalf;
2. to enhance community pride;
3. to provide our community with wholesome and satisfying entertainment, etc.; and
4. to increase participation in the Jordan High Alumni Association and, thereby, enable it to be a more effective community organization.

We believe that all of these goals can be realized through the consummation of the "Watts Summer Festival."

Again, our theme is *involvement*. As you know, we had mass involvement last year; this year we are looking for the same involvement and enthusiasm, but directed, and organized towards constructive action rather than destruction.

Sincerely,

BILL TIDWELL, *Chairman*
"Watts Summer Festival" Committee

STANLEY SANDERS, *Co-Chairman*
"Watts Summer Festival" Committee

SAMUEL L. ANDERSON, *President*
Jordan Alumni Association

NOTE: Resolutions, unanimously approving the *Watts Summer Festival* have been passed by the Los Angeles County Commission on Human Relations, the South Central Area Welfare Planning Council and the Community Relations Conference of Southern California.

The team met every two weeks for council training, interchange of internship experiences and community orientation. An example of agency training follows:

OUTLINE OF ACTIVITIES FOR YOUTH PARTICIPATING IN COMMUNITY ACTION IN SOUTH DISTRICT HEALTH CENTER

The Plan

South District Health Center is conducting a two weeks training period for Youth Participating in Community Action who will, after their training, work in special assigned areas of the District.

It is believed that the youths will greatly enhance efforts of the health staff in finding appropriate contacts, and developing a more favorable climate for communicating with the low socioeconomic families of the areas.

Objectives of the Plan

1. The main purpose is to get better and more health services to the people. In order for this to be done, the people must be stimulated to listen, think, participate, discuss and decide to act.
2. To find ways to involve people in educational experiences to enable them to understand the importance of health programs, the importance of their participation and to accept responsibility on a continuing basis for immunizations against diseases.
3. To enhance the efforts of South Health Center in getting health services to people.
4. To develop and execute a more community based and co-sponsored education program.
5. To identify positive and negative factors which influence community participation in services for people.

The Outline

I. Orientation to the County Health Department
   1. Film and discussion
II. Orientation to District Problems Having an Impact on Health
   1. Profile of a District
   2. Population and Background
   3. Major Health Problems
   4. Medical and Related Personnel
III. Orientation to South District Staff and Services
   1. Administrative Services—Dr. Geraldine Branch
   2. Nursing Services—Miss Florence Laird
   3. Health Education Services—Mrs. Opal Gilliam
   4. Business Office Services—Mrs. Phyllis Jones
   5. Sanitation Services—Mr. Art Raya and Staff
   6. Social-Welfare Services—Miss Alice Bussey
   7. Special Services:
      Nutrition—Mrs. Tramdailer Brewer
      V. D.—Mr. Tony Scardocci
   8. Field trips with Staff
IV. The Plan of Operation
   1. Objectives
      a. General
      b. Specific
V. Methods of Carrying Out Plan
   1. Community Organization Interview
      a. Opinion Leaders
         (1) Agency, governmental and non-governmental
         (2) Religious
         (3) Civic
            (a) Community Councils
            (b) Coordinating Councils
            (c) Clubs, etc.
   2. Personalized Contacts
      a. Family
      b. Friends
      c. Neighbors
      d. Block Organizations
   3. Establishing Permanent Distribution Points—for Educational Materials
      a. Stores
      b. Public and Private Buildings, etc.

Statement of Duties:

1. Assist health educators with organized community groups in support of IP clinics and other public health services.
2. To make door-to-door contacts to give health information and assist persons in making decision in health matters.
3. Staff special evening and day clinics (Immunization and Rabies Clinics), do paperwork, tally immunizations, screen patients, registration, physical arrangement of outside clinics.
4. To do simple poster work such as fill in schedules, locations, etc., as poster supplies are needed.
5. Make home visits to determine why persons did not report for immunizations or other clinics.
6. To find and supply distribution points for educational materials throughout the area (stores, public building, etc.).
7. Assist with promotion and education activities in plans for extension and more concentration of activities through operation of special neighborhood clinics.

Statement of Justification:

South District should and can improve health services and activities for the area. Because of local situations, the need for a much more intensified program of promotion and motivation is necessary.

Services provided by present staff, although full days and many evenings are given to the activity, are too limited as

far as district sites are concerned and too much time has to be spent in leg work and other duties which could be performed by sub professional level people.

The sub professional level people may serve as nucleus for other volunteer workers. These workers could provide more personal touch where general publicity is not adequate.

Supervision:

Coordination and supervision will be provided by the South District Health Education staff.

Contact Person:

South District Center Health Educator.

The internship training began with the close of schools for the summer. The entire project closed with the September opening of school.

Trainees received in-service training by the bureau of public assistance, made home visits with the social worker, conducted interviews with clients and dictated reports which went into the file of the client. The trainees also assisted on intake procedures of the agency and participated in a door-to-door survey on the buying habits of the residents of the district and distributed nutrition information.

Trainees assigned to the South Central Health Center worked in the VD clinic, distributed handbills and information on the clinic, worked in the immunization clinic and made home visits distributing information on the clinic, prepared a comprehensive map of the district for the agency. They also worked with health inspectors on visits as well as working in the rabies clinic where in-service training and orientation was provided.

Two trainees were assigned to two parole agents of the California Youth Authority. They visited the Southern Reception Center on visits to parolees and participated in interviews with parolees. The agency planned field trips for parolees and team members to ball games and Marineland.

The Youth Opportunity Employment Center provided orientation for two trainees who then performed many services for the agency in carrying out its function in the youth employment field.

The trainees were able to relay to staff members many of the reactions of the youth to the operation of the agency that proved helpful in their dealings with the young people.

The final report of one of the trainees tells the story:

MY INVOLVEMENT IN YOUTH PARTICIPATION IN COMMUNITY ACTION—WELFARE PLANNING COUNCIL—SOUTH CENTRAL AREA

By Harold Brooks

Prior to April 4, my life was exciting and, I felt, quite full. I was a student body officer, and happy with living my own selfish, small life. On this date things changed, I had the privilege to become a youth member of the South Central Area Welfare Planning Council. On April 4, when I was given this opportunity to help in this infamous community, and made aware of how much there was to be done. I realized how small and self-centered my life was.

I was first told of this job by Mrs. Alma Redick, the community coordinator of Fremont High School. Upon being told of this job, I hurried down to the South Central Area Welfare Planning Council, located in Avalon Gardens. After a short wait I was called into Mr. Owan's office to be interviewed by he and one staff member. During this interview, I was finally given definite information as to what I would be doing if employed. The staff members then began questioning me about my leadership, scholarship and financial status, and I was nearly eliminated from being eligible for the job because by grades, student body office (president), and apparent financial position, indicated I really did not need this job. Their placing these things before my earnest desire to be of service to my community, showed how much the indigenous youth of the community could help the agencies of this area.

There was a series of meetings of all the new youths. After we became acquainted to one another, we were introduced to the adult members of the WPC at various evening meetings. Then as further part of our orientation we went to a conference of all youth participating in community action in all of California, at the beautiful camp grounds of Asilomar, California. At this conference at Camp Asilomar, we learned various techniques in tutoring, speaking, being a leader, being objective, being flexible, among many other things that will be so important for some of us for the rest of our lives. Some of this was learned from an expert, but also, a great portion of the knowledge I considered very valuable was from some of the other youths involved in other projects through sharing our ideas and experiences. At Asilomar, though our group was one of the last to get started, we seemed to be one of the most compatible groups of youth thinkers involved in other YPCA projects. Along with this compatibility, we also seemed to have a nice mental cross section with which we were able to keep one another thinking objectively.

After our orientation and basic training we were all placed in agencies for the summer. Our first placement in late June, was with the Southeast Health Center, where we were trained to be aids or qualified educators of the Venereal Diseases which is such a great problem in the Port of Entry areas of Los Angeles. However, we were given the opportunity to put this specific skill to its full test. I do not consider this session a waste, because it helped to broaden my general educational spectrum. My next and longest placement was with the California State Employment Service in the Youth Opportunity Center. The YOC is an employment office for the youth from 16 to 21. At this agency I got my first chance to be a true observer from both the professional and the non-professional side of the fence. By working with people of the community I paid much closer attention to their plight (in this case no jobs), and many of their brash or hostile acts I can now better understand. The Planning Council, however, realized that by subjugating us to the views of the impoverished alone could hardly result in an objective evaluation of the community. To get a look from the professional view we were placed in our respective social agencies. Most of the problems that I could observe could be considered truisms—problems that have kept the professional and the non-professional frustrated for years, but no one has a substantial answer for any of these problems. The mere fact that there has been an effort by the indigenous youth to come up with answers to these observations is a definite step in the right direction.

Working as a youth in community action made me more aware of many of the activities which in some way affected my community. This awareness of community welfare had me observing reactions of various projects of the community

and outsiders alike. One of this past summer's most talked events of the community was the First Annual Watts Jazz and Arts Festival. It is one of the first things of a constructive nature the people of Watts can proudly say they did by themselves. When I talk to people outside of the community, speaking overtly, nearly all will agree jovially that the Festival was an unprecedented success. In private one might hear from a large portion of those people of the Affluent Society, a sigh of relief and perhaps a comment similar to, "Well, I think we've finally got them under control, it sure took enough time and taxpayers money." Resultantly many will relax and, some may even forget how just one summer ago, the skies of L.A. were filled with fire and hate. It is good to forget about the violence and put animosities in the past, but along with forgetting the riot many may once again forget about the plight of the poor. For if these members of our Internationally known *Affluent Society* should ever again forget these citizens of *The Other America*, they can be sure these people will recall what had to be done to get the MAN to work with him.

All of my experiences, of which I am very proud and grateful, bring to mind my obligation to the community—to no longer be self-centered—to get an education—to come back to the "Other America" and give my all to the community as Mrs. Truly and others who are, to drag the oppressed who have just recently been given some of the things he has so long deserved, up from his present position, to his desired place in our great society.

The ongoing plan for trainee employment was made with the Neighborhood Youth Corps. The Youth Task Force on Tensions and the Sons of Watts are continuing aspects of youth action for community welfare. Two youth representatives continue to meet with the agency's advisory committee and with the Congress of Citizens action group.

The Special Service for Groups, Inc. Project, centered in the "Charcoal Alley," Watts area and the east Los Angeles Lincoln Heights Mexican-American area, is a private nonsectarian, United Way agency, having a history of 18 years experience in providing social work services to juvenile delinquents and their families in the Los Angeles community.

The agency had its beginning at the time of the "zoot suit" riots of Negro and Mexican-American youth in June 1943. One of the early constructive results of the riots was the development of the Los Angeles Youth Project. This project was to extend service over and above the normal agency programs to the "high social need" areas which at that time encompassed the metropolitan core of Los Angeles. As the Los Angeles Youth Project began to look at its program and responsibilities, it discovered that regular programs had limited appeal to delinquent gang groups and that new approaches for attracting and holding these "hard-to-reach" youth had to be found. In 1945, the Los Angeles Youth Project board acted upon its delinquency committee's recommendation and formed a special service unit to give direct professional service providing the specialized attention needed by the "hard-to-reach" teenage-delinquent gang groups. After six years of demonstrating the effectiveness of this specialized type of service, the council recommended that the unit incorporate separately as an established, direct, specialized group work service agency. This recommendation was implemented March 1952 with the incorporation of the agency as Special Service for Groups, Inc. Since then this agency has continued to carry out its specialized functions.

The focus of this project was presocial work orientation and its work was primarily with gang members and with younger children in gang neighborhoods through the agency's Delinquency Prevention Clinic. It was concerned also with improving Mexican-American and Negro relationships. This project had one team of five members and half-time of one community development aide.

The trainees were selected from so-called "disadvantaged areas" of Los Angeles. They were already familiar with the lack of motivation for and adult direction toward continuing their education in an area characterized by lack of education and economic opportunity for significant segments of youth. The high dropout rate, the lack of positive adult models, and the confused outlook toward available career opportunities are but a few of the factors facing these young people. There were Negro, Mexican-American and Caucasian members on this team, all having an expressed interest in social work and were required either to have been a gang member or to be familiar with gang values and operations. The trainees, called "social work aides," were each attached to a trained social worker.

Two team members were assigned to work with the *White Fence* gang in east Los Angeles with a continuous operation of 30 years. One of the members was assigned to a social worker responsible for a group of girls in east Los Angeles. This YPCA member was a Negro girl who was reared in and attended school in the Watts area. She is a slender, dark, soft-voiced, shy person, but this is somewhat deceiving since she is quite formidable. She had been a gang member and knew the values and language of the delinquent subculture. Her assignment was "cross-culture" in that she worked with Mexican-American girls. Her area was located in Los Angeles's east side, where juvenile gang killings are common and where a social worker is required to know his job. The girls with whom this trainee worked are the female auxiliary group to the male gang members and usually act as decoys and intelligence sources. They also are utilized to carry weapons for the boys. They call themselves the *White Fence Tinas.*

The supervisor for the YPCA project, in working with this trainee, gave great emphasis to the fact that she comes from an essentially matriarchial society, that of the American Negro, and would be operating in

patriarchial society. The subcultural values and innate skills possessed by this girl negated the possibility that race prejudice would be a factor inhibiting her chances of establishing rapport with the gang members.

The cross-cultural aspects were discussed thoroughly with both agency supervisors: She proved able beyond all expectations and is now carrying out work for the agency in contacting "hard-to-reach" delinquent girls in the Watts area. The agency felt that this cross-cultural assignment broadened the scope of the YPCA project and enhanced future "dialogue" between Mexican-American and Negro youngsters.

Team members were assigned to work with social workers in the agency's Delinquency Prevention Clinic, located in Watts near the 77th Precinct Station. Each was assigned to work on an individual basis with children who had been referred to the clinic. The director of the agency was most enthusiastic about the way in which these trainees were able to gain the confidence and work effectively with delinquent youth.

The training provided by the agency, besides the on-the-spot training by the social worker for whom the trainee served as an aide, began with content similar to that of the content of the current SSG in-service training program and was geared to the level of the trainee team. The content of the SSG training program is:

First focused on information, understanding and method specifically related to Special Service for Groups, Inc. This includes anything that a worker needs to know to carry out the service of this agency, not necessarily learned in a school of social work or in job experiences at other agencies. This includes such specifics as: 1) knowledge and understanding about the delinquent adolescents and their families; 2) knowledge of some of the theories about "gang" delinquency and the frame of reference used by Special Service for Groups, Inc.; 3) acquaintance with and understanding of the purpose and function of other community agencies and institutions which deal directly with juvenile delinquents; 4) agency policy and procedures in all aspects of service to the clients including such things as confidentiality, relationship with juvenile court, camping program, insurance coverage, use of program materials and services extended families; 5) use of various social work methods, the group, the one-to-one relationship and the community, needed to enable change in the adolescent "gang" delinquent; and 6) understanding of the effect of social conditions such as poverty and discrimination on individuals and groups.

The *second* focused on new knowledge and methods in the social work profession. This aspect of the in-service training program involves 1) keeping abreast with what others in the profession are learning and 2) evaluating the application of the new knowledge to our agency service as well as continually sharing experiences and experimenting with new methods which can be shared with the total profession.

The *third* focused on the development of each individual worker who comes to the agency with a variety of experience, knowledge and skill. The goal of the training program is to enable every worker to continue to develop deeper understanding and greater skill as a social worker practitioner.

A variety of methods were used to transmit the content. These included staff meetings, supervision, consultation meetings, the agency library and institutes, seminars or conferences available in the outside community.

The emphasis of the training was to facilitate better understanding of social problems through a mutual exchange on problem solving among the trainee team. It was believed that with this kind of experience, the indigenous youth would be in a position to not only better understand himself in relation to the environment but also attempt to further himself by taking constructive steps in a positive direction. Resource persons and consultants from a variety of disciplines and agencies were used to broaden the in-service agency training program.

In the project the tasks of the gang social worker included:

1. Diagnosis, planning, implementing and evaluating therapeutic group activities for the delinquent gang.
2. Conducting regular and special interviews with individual gang members to resolve personal problems.
3. Conducting regular and special interviews with families and with individual parents to resolve family relationship problems.
4. Conferring and collaborating with staff of related agencies to develop and maintain coordination of services to the adolescents and their families.
5. Participating in community planning groups.
6. Preparing and submitting regular and special records and reports.
7. Participating in staff meetings, staff training and consultation.
8. Supervising, assisting and working with trainees.

Since these tasks are carried out with each group in a given neighborhood area, the trainees assisting the social workers in a variety of ways, were exposed to these necessary facets of the position and were able to experience firsthand the social work orientation of this function.

The trainee tasks were kept within their capabilities. The tasks, of an auxiliary nature, included:

1. Relating to the families and siblings of group members.
2. Participating in staff meetings, staff training and consultation sessions.
3. Attending meetings with the gang workers as they confer and collaborate with staff of related agencies.

A report for the month of May from the supervisor of this project sent to the project director follows:

YOUTH PARTICIPATION IN
COMMUNITY ACTION

Name of Agency: Special Services for Groups, Inc.
Person filling out report: Chester A. Wright

Date: May 31, 1966

Report for the month of May

Major activities of the Community Action Project during this report period were: Major activities by team members for the month of May has centered around (a) Wind-up of basic orientation and (b) getting to know the social worker

to whom they will report to and work for in the field. Serious briefing was received by members from both the staff of the Delinquency Prevention Clinic and the "Gang Worker" Staff. The tension in Watts delayed the initial assignments of personnel in that area but barring "riot" two members will start field work on May 31, 1966.

In-service training meetings and programs: Starting May 31, the team will shift from two-third time in-service training to two-third time in the field and one-third time in-service training/meeting time. This will give ten hours per week for field work and five hours for training. All members are in possession of reading assignments and texts; discussion and guest speakers are on the agenda for the month of June.

Future projects in planning stage: The project aimed at enhancing the dialogue between Mexican-American/Negro youth remains in the planning stage. There has already been a cross-cultural assignment. Pat, a Negro girl was assigned to the "White Fence Girls", a Mexican-American "Girl Auxiliary" to the "White Fence Gang." Ernest has secured a place on the Board of Governors of all Teen-Post in East Los Angeles, so the project, if approved by the agency, will be easy to launch.

Problems encountered: (1) Delay in actual field assignments were encountered due to tension in Watts, which caused the agency to shift to "emergency posture." (2) The agency does not feel that the group is well-seeded enough to launch its group project as of this time.

Do you need any specific assistance from YPCA office? Yes. If so, what? Newsletter informing us of activities of other teams in the Southern Region.

A report of one of the trainees for the month of June:

YOUTH PARTICIPATION IN
COMMUNITY ACTION

Name of Agency: Special Service for Groups, Inc.
Person filling out report: Ernest Date: .....
Report for the month of June, 1966

Major activities of the Community Action Project during this report period were: I am a social worker aide. I am under Eugene Tanaka, who is a social worker. We both work under Special Service for Groups, Inc. He and I gathered a group of young boys between 10–13 years of age. These boys live in a Mexican-American community of East Los Angeles in a gang area. The immediate gang near these boys is the White Fence Gang. I am working with these boys as a group leader and I am trying to lead them away from being gang members.

The White Fence Boys belong to an East L.A. gang that has existed for over 25 years. We are trying to break the nucleus by getting *to* the younger brothers *before* they become a part of the "gang type" delinquency syndrome.

In-Service training meetings and program: There are four of us in our team. Our team supervisor is Chester Wright. As a team, we attended a training session where we learned to interview and be interviewed. Each Thursday we meet and exchange ideas.

Future projects in planning stage: I planned a camping trip for the boys which we are taking on July 7, 8, and 9th.

Problems encountered: The main problem was contacting the parents of each boy.

Do you need any specific assistance from YPCA office? Yes. If so, what? As a social work aide, I am still attending high school and I would find it very helpful to be able to use a car in the field.

This is one of the projects employing a special part-time supervisor for their teams "in order to maintain the high level quality of service and training regularly provided by SSG." (A description of this training program is included in Chapter IV).

When the project was not refunded the coordinator reported: The termination of this project

. . . was an unfortunate circumstance in light of the meaningful training and work experience acquired by the team members and the team supervisor. Members approached administrative staff and staff social workers on their own to ask that the project be continued under SSG auspices. Indeed, the personal growth and contribution to service demonstrated by this group of high school age students was truly remarkable.

SSG is of the opinion that the YPCA project accomplished a meaningful task. The work experience, social work training and project results acquired by teams statewide deserves the full recognition of those concerned with the development and planning of this and similar projects.

SSG is happy to have participated in this most worthwhile project. The use of indigenous high school age youth in community action program is a meaningful concept in itself. The successful results of last year's operation only proves that progressive attitudes and creative programming can be effective and practically applied with very meaningful results for participants and clients alike.

The Department of Community Services, Los Angeles County Project had 10 trainees with one county development aide. Los Angeles County has over seven million residents and covers 420 square miles. A statement from Pete Scott, the supervisor of this project, describes the agency:

The Department of Community Services is concerned with the role of the community in the prevention of delinquency. Our approach to delinquency is based on a conviction that the root causes of delinquency are related to conditions within the community and that to prevent delinquency we must find ways to alter those conditions. We are providing ongoing consultant service to achieve our goals, which are: 1) To promote youth welfare and to prevent juvenile delinquency through working with community groups and agencies. 2) To help youth and adults of the community develop an interest, obtain information, and carry out activities which will increase the ability of local citizens to express the needs of their community and to exert power to resolve those needs. 3) To motivate and assist groups, agencies, and governmental bodies concerned with youth welfare and delinquency prevention to strengthen and coordinate their work. We work with coordinating councils, community groups, professional groups, youth councils, youth groups, case conference committees, and provide staff services to Commissions, such as the County's Delinquency and Crime Commission and the Narcotics Commission.

The Los Angeles County Board of Supervisors responded to a request from the director of the department of community services for a new staff position designed among other responsibilities to assist the proposed project of two teams of trainees, one of whose purposes was to help coordinate "the voice of youth" function of the work of all the agencies funded in the county.

After initial efforts at establishing a countywide council of youth, it was agreed that this function would require at least five teams of five trainees to be located in the widely separated communities in Los

Angeles County. It was then decided to concentrate the efforts of the team in two areas of Los Angeles, in Watts and east Los Angeles. Team members participated in an intensive in-service training program, both by staff members of the Department of Community Services, the physician in charge of the adolescent unit of Children's Hospital and through visits to the municipal courts and city welfare agencies.

The uniqueness of this project was in the work of Mexican-American youth in examining their problems and finding ways to meet them. They were amazingly successful in identifying school problems of the Mexican-American youth and being listened to and given consideration by the adults involved in the school program.

Following a four-day workshop on Mexican-American problems, the young people came together to form a teen council, which they called Young Citizens for Community Action. The action and the ideas came from the young people who were stimulated and motivated and encouraged by being treated on an equal basis with the adults related to this project.

Area agencies and the Council of Mexican-American Affairs helped publicize the teen council meetings at which the lack of motivational school counseling was discussed as well as the lack of information concerning college scholarships for Mexican-American students. They undertook to gather facts on the school situation in their area. This is the letter Vickie Castro, the chairman, sent out in order to get the needed data:

YOUNG CITIZENS FOR COMMUNITY ACTION
Los Angeles, California
July 11, 1966

To ALL East Los Angeles Students:

As you know, there are a number of us in East Los Angeles who have been meeting regularly to decide what kind of action to take on the problems in our community. At the last meeting we elected officers and chose as our name Young Citizens for Community Action. We also decided that we would begin documenting the faults of the East Los Angeles high schools. At our last meetings, many people complained that the counselors do not encourage them; and that because they are Mexican-Americans, they are directed to shop rather than courses that prepare one for college. To document this and other faults, we are placing complaint sheets in Teen Posts and other places. We want any student who has received treatment by the schools that he thinks is wrong, no matter what it was, to fill out one of these sheets so that we can have evidence to take action on.

Our next meeting will be

ON: TUESDAY, JULY 19, 1966, 7:00 P.M. SHARP

AT: Laguna Park Center
3864 Whittier Boulevard
Los Angeles, California

We will discuss the cases that we have received by then. At this meeting, we will also hear Oscar Eagle and John Serrano talk with us about what we are doing and make suggestions for the future.

If you have a complaint, report it on one of these forms, or if your friends have complaints, tell them to do the same thing. When we get enough evidence, we can change things. We also want you to come to the meeting this Tuesday and bring friends. We need a lot of support if we are going to get anywhere.

Their complaint sheet had the following headings:

Form for Registering Complaint Against L. A. Schools

Young Citizens for Community Action

STATEMENT OF COMPLAINT

Name ..... Address .....
Phone ..... School .....
Year in School ..... Average Grade .....
Discipline Record Yes ..... No .....
If "Yes" describe: .....
Please explain the incident or action that you feel was improper. Include the names of the school personnel involved.

.....

.....

Date of above event .....
How was the above event resolved and what is your present status with the school? .....
Signature .....
Date .....

A description of the project in the east Los Angeles *News* of July 25, 1966:

YOUNG CITIZENS FOR COMMUNITY ACTION

A new community organization has recently been formed by an enterprising group of East L.A. students. The name of the organization is Young Citizens for Community Action, and it is run entirely by young people. The Y.C.C.A. began because there are young people in East L.A. whose concern for the problems of their community goes beyond the usual talk and good intentions of the discussion table. These young people want to actively change things.

The central theme of the Y.C.C.A. is involvement. This involvement is not haphazard and careless, it is responsible action that is carefully planned so that it can be effective. After discussing various problems that exist in East Los Angeles, the Y.C.C.A. decided that the first project should be to change some of the things that are wrong with the schools so that each student can receive the best possible education.

The most frequent complaint is that the counseling system doesn't do everything that it should to encourage Mexican-American students; that often, even when these students are capable of going to college, they aren't enrolled in the necessary courses; and they aren't given information about how to apply, application dates, college board tests, and sources of scholarships. Many colleges are looking for minority students, and the counselors could play an active role in letting these colleges know about qualified students. Other complaints have been made against disciplinary actions on the part of the schools, charging that these actions are sometimes harsh and unrealistic.

In order to have a factual basis for working on the problems of the schools, the Y.C.C.A. is documenting actual cases of the schools doing things that are wrong. This documentation is being done by making forms for complaints available throughout East Los Angeles. These complaints can be against the counseling, the discipline, or anything else that is wrong at the school that the individual attended. And these complaints can be made by people who are out of school, also. If an individual is worried about retaliation from the school, his name will be kept anonymous.

When there are enough cases to prove that complaints against the schools are accurate, the Y.C.C.A. plans to go to the Urban Affairs Department of the schools and request changes in policies of the schools; and, if necessary, changes in the personnel of the schools. If the results from this conference with the Urban Affairs Department aren't satisfactory, the Y.C.C.A. can then release its evidence to the press, and plan other courses of action.

The survey was made, questionnaires prepared, interviews were held with school dropouts, data organized, conferences held and the work goes on with the approval and direction of the board of education and the superintendent in east Los Angeles. Twenty-five cases where there seemed to be discrimination or unsympathetic treatment by the schools were documented and presented to the board of education. Over 90 cases were investigated.

After identifying the school problems the team members approached the adults involved. In relation to school counseling, the area supervisor from the board of education was alerted to the fact that they were going to meet with the department of urban affairs in the city board of education.

Through their senior aide this team established contact with the dean of admissions at Pomona College, in search of minority group scholarships. As a result of this action a number were designated for Mexican-American youth. This team also set up a conference on Mexican-American education at the high school level in cooperation with the Los Angeles Boys' Club team.

In Watts, the team established an issues group, the Watts Tower Teen Post, and established an off-campus issues group on educational problems of Negroes at Jordan High School. They set up a community action group composed of school dropouts attempting to turn them back into the mainstream of society. They established a plan to set up a Watts amusement center, helped by one of the professors of business administration at UCLA. The purpose of this project was to develop a profitmaking corporation to give employment to members of the Watts community in building the center and providing for recreation in Watts, which lacks adequate facilities. Members of the team have exchanged weekends in the homes of team members of different ethnic backgrounds for the purpose of gaining insights into the lives and different backgrounds of team members.

This project's aim was to train a team of high school students in problem identification, problem solving and community organization who would be available to go into a situation at a time of crisis and offer knowledgeable assistance in areas of conflict or social unrest and to assist a community to search out the causes of unrest and hostility and divert these feelings into socially acceptable channels. The trainees selected were young persons of high school age, living in areas of poverty or social tension, who had suffered adversity or come into conflict with the law, but who had demonstrated latent ability to live in tension and work with it; to relate to other people both within and without their peer group who had also shown a potential for articulating concerns, group leadership, and an ability to listen, search out facts, and react positively to adversity. It was felt that such criteria would guarantee a built-in expertise in the socioeconomic problems which afflict the poverty areas of California.

Supervision was given by the youth services area of the county department of community services and by the urban department of the Episcopal Diocese of Los Angeles. The in-service training provided: orientation to the agency; training by Dr. Garell, physician in charge of the adolescent unit, Children's Hospital; training by department of community service; training by both municipal and superior court systems and participation in Los Angeles leadership retreat.

Mr. Scott, the supervisor; the cooperating agency, the Los Angeles *Times* Boys' Club; and the three teams were so concerned with the worth of their projects that they decided to continue with this approach to community problems and made this statement:

The teams have decided to continue the basic concept of the YPCA program with, first, two teams and eventually expanding to five teams working countywide, one in each supervisorial district, using funds available through work study for the college-aged and NYC for the school-aged youth. It seems that most of the team members will be able to come under these two categories.

In addition, at the January 23 meeting of the Federation of Coordinating Councils, a countywide assembly of representatives of the coordinating council movement made a strong pitch to individual communities to organize YPCA-type teams in their areas—staff assistance to be provided by the youth consultant of the department of community services.

In concluding his report, Mr. Scott stated:

You know my strong feelings about the YPCA project. I can assure you that means will be found to continue and enlarge upon a well-demonstrated concept.

CHAPTER III. THE PROJECTS

In the preceding chapter projects from the northern, central and southern parts of the state were discussed in some detail, and their particular uniqueness pointed out. Although all of the 24 projects equally deserve a full description, space limitations make the task of this chapter a less detailed account of the other 17. Taken together the outcomes for participating youth and for their neighborhoods and communities present a most impressive picture of what was and can, and in the opinion of all participants, youth and adults, must be done across the U.S.A. The outcomes are particularly impressive due to the fact that some projects operated only 6 months while none had more than 11 months for project development.

The Shasta County Community Action Project with five trainees and one community development aide was under the sponsorship of the Shasta County Community Action Project, with headquarters in Redding. Shasta County is one of the northernmost counties in California. It is a rural area where the poverty groups are widely spread. The five team members selected five projects. They planned to see if they could initiate a U.S.O. type of operation to meet the problem of lack of activity and facilities in Redding, the nearest city to two Job Corps camps located in the vicinity, and recruited 35 Job Corps members to assist in the after-school and Saturday recreation program they conducted for young people in Redding. They made arrangements for many of the Job Corps members to stay Saturday night in the homes of Redding.

A recreation program was developed for Sheridan Park in the southeastern end of the city serving families in the low-income bracket. The project was developed in cooperation with the director of recreation of Redding and the team leader, a trainee, presented the project to the city council. After approval by the city council volunteers were recruited, assigned to specific duties and the area was cleaned up and painted by trainees in cooperation with three volunteers. The cooperation of service clubs and other community groups was enlisted.

The "Friend in Need" program was initiated by another team member in conjunction with the schools and the probation department. The clients were usually sixth and seventh graders who were out of step with society. Two trainees recruited volunteers who qualified for this specialized service. There were more requests for help than could be met.

Project members served as friends in a supportive role with their "clients," taking them on trips, getting them into family homes on weekends and in many ways helping to resolve the many problems of these youngsters.

One team member enlisted three volunteers to assist in an after-school recreation program, including swimming classes for retarded children in the Opportunity Center operated by the welfare department, the Department of Mental Hygiene and the Shasta Cascade Aid for Retarded Children. The trainees and volunteers assisted the agency with clerical duties as time permitted.

Other team members enlisted volunteers to assist in two tutorial projects—one conducted at night and one where volunteers went into an elementary classroom to assist on a one-to-one basis. This could be done because the high school was on a split shift. Teachers' evaluations of both projects were favorable.

These young people by identifying needed action and by enlisting qualified volunteers were able to achieve mostly more than the five trainees could have achieved by limiting their work to what they could do without volunteer help. The team responded to a request from Burney, a lumbering town in northern California, located 60 miles from Redding, to establish a youth employment service. Team members went to Burney during their spring vacation and enrolled over 100 youths seeking employment. The team also interviewed local businessmen on the need for jobs for teenagers and compiled a list of their complaints on performance of teenagers on the job. The team held a meeting with prospective youth employees and discussed with them the findings secured through their interviews with employers. The team organized a youth employment committee in Burney to carry on youth projects. Twenty offers of summer jobs were secured.

The team assisted in organizing and conducting a summer recreation program in Anderson, a community adjacent to Redding. This program was successfully completed and the team planned to continue their "friend-in-need" tutorial and opportunity center program during the coming year.

Oakland had two agencies sponsor projects, the Recreation Department project, described in the preceding chapter, and the San Antonio Area Youth Project with one team of five trainees and one community development aide. This project was located in east Oakland, in an area of low-income families with the largest segment being Mexican-American with the balance of the population being Negro. It was sponsored by St. Anthony's Catholic Church.

Because of the outstanding program conducted by the San Antonio Area Youth Project in the field of working with delinquent and predelinquent youth, a

proposal for funding through the Oakland Economic Development Council was developed to provide funds for a warehouse headquarters and additional staff to man a program of counseling, youth activities, and a tutorial program. Fifty volunteers were recruited to provide matching funds for the grant. The proposal had the endorsement of the Alameda County Probation Department and the Fruitvale Economic Opportunity Council, as well as other civic and community groups. Team members recruited participants and established a tutorial program for high school dropouts in this area using University of California, Berkeley, volunteers.

This team also developed a summer camp program on 40 acres of Sierra foothill land provided for this purpose.

The Mount Diablo Young Men's Christian Association Project with six trainees and one community aide was located in an unincorporated area of Contra Costa County where the fact that there were no public recreation programs available was identified as the central focus of this team. They organized and conducted an after-school and Saturday recreation program at four schools in the area. During the summer they organized and conducted a summer day camp at four elementary schools assisted by neighborhood Youth Corps enrollees.

This team secured a store located in the main shopping area near the only high school in the area at a greatly reduced rental and renovated it for a teen center. They put on fund-raising events, obtained donations of furniture and equipment, and organized a youth committee to assist in the operation and supervision of the program.

San Francisco's trainees, working under four agencies—Bayview-Hunters Point Neighborhood Community Center, Buchanan YMCA, Canon Kip Community Center, and the Red Shield Youth Association, all located in the south of Market and Hunters Point areas of low income and high mobility, had programs which represent nearly all the interests of the whole statewide program: tutoring, job finding, a speakers' program with a rotating panel for high schools, colleges, and public agencies, a street-cleaning and school yard beautification program and a police-community relations program were some of the activities in which trainees engaged. By contrast, trainees in the Buchanan YMCA Project turned their attention to job finding and prejob training for youth who need money in order to stay in school. The youth they worked with were those normally the last to be placed through normal channels.

The Red Shield Youth Association and the Canon Kip Community Center shared one team of three trainees each. Their special duty was working with school and PTA officials to distribute information about school needs and were successful in increasing PTA meeting attendance.

The Bayview-Hunters Point Neighborhood Community Center Project illustrates a team's survey of its community to develop an exhibit showing the frightful living conditions in this area.

This project had one team of five trainees with one community development aide. The center is located in one of the four target areas of San Francisco servicing an area largely Negro in population. This community is undergoing many stresses due to a high rate of unemployment and the fact that a large number of temporary part-time housing projects are to be eliminated.

The long-range project of this team was to participate with the city planning commission in gathering data and citizen participation in a project in the Bayview-Hunters Point district under the Great Cities Demonstration Act. They were responsible for gathering data on youth needs and opinions in this area, in relation to plans being made for the physical, economic and social redevelopment of the neighborhood.

The team was active in the followup of the Governor's Conference on Youth. Team members spoke at three high schools on the subject, "The Other Side of the Coin," since one of their goals was interpreting the problems of Negro youth to the wider community.

One trainee was asked to write a weekly column in the neighborhood newspaper, the *Spokesman*, giving youth's viewpoint on youth problems in the community. The column carried the title: *Youth Speaks*, a poem written by the team's community aide in the Sepember 17, 1966, issue, expresses youth's feelings about this neighborhood.

> Who knows better than I?
> The putrid stench that lies
> Beneath the sheet-rock floor
> Beyond the rotting door;
> The stairways peeled and worn,
> The shades are frayed and torn,
> And beyond this morbid world,
> A paradise unfurled;
> But who knows better than I?
> It's here we live and die.
>
> *By Lenneal Henderson*

Difficulties were encountered in funding this project which delayed the regular payment of the trainees, causing low morale at the start of the project. In spite of this setback, the team at the request of the mayor's office, made a survey of youth problems in the Bayview-Hunters Point area. This served as a preliminary basis for a Great Cities Demonstration proposal.

At the request of SPUR (San Francisco Planning and Urban Renewal) the team prepared a photographic exhibit entitled "How It Is." This was displayed in an overall SPUR exhibit in a bank building at Grant and Market Streets. For this exhibit team members took the photographs and made the captions

for the exhibit displaying the art work and poetry of two team members. These young people learned a great deal about conditions in their area as well as becoming aware of the machinery for securing change. Such a project could be undertaken by any youth group with tremendous gain in knowledge and motivation for improving one's own situation.

Team members helped establish a local Governor's Youth Action Committee and assisted in the promotion of community projects such as the Job Fair, Youth Opportunity Center and the program of the EOC office.

The Santa Clara County Project, under the supervision of the Economic Opportunities Commission, Santa Clara County, Inc., had 10 trainees and one community development aide.

In Santa Clara County, where a rapidly growing urban San Jose is surrounded by rural areas and where other communities have seen mushrooming industrial developments, trainees perforce had to cover a lot of territory. This fact made the mode of operation different from other teams. Each member worked singly in his own area, then coming together for team exchange and replanning. A major effort here concentrated on the provision of additional recreational facilities, notably in the community of Alviso, at the northern end of the county where they had none at all, in Mountain View, where a main railroad cuts off an area with several grammar schools from the community's principal playground, and on the west side of San Jose, a densely populated district served by only one badly overtaxed recreation center. The plan of action worked out by the Santa Clara trainees for the achievement of their objectives, is a fair example of the thought and effort which the YPCA trainees put into their program. Major items included: surveying the communities' recreational needs; circulating petitions for submission to local authorities; interviews with parents and children; contact with local political leaders to obtain their support; preparation of a list of "problem children" to be benefited by additional recreational facilities; the enlistment of police cooperation, one purpose being to increase children's confidence in and respect for police officers and the organization and supervision of competitive events to provide problem children with a greater sense of participation and self-esteem.

One of the most dramatic demonstrations in community action was in the little town of Alviso located at the end of San Francisco Bay. Janice Soria, the only trainee in this town, an underprivileged community with a population largely Mexican-American, organized two high school clubs, one for girls and one for boys.

The Monterey County Department of Education Project in Salinas had one team of five trainees and one community development aide. This is a central, coastal area of California where the team developed a recreation program for children left unsupervised in a migrant labor camp; worked as teachers' aides with retarded children, produced a public service film picturing a day in the life of a retarded child, developed a youth council among teenagers in a migrant workers' camp, carried on a radio program serving as the *Voice of Youth* to the community, assisted in a youth employment service and a trash cleanup in the South Main Street areas. The two central valley rural area projects, Stanislaus County and Trinity Street Opportunity Center, Fresno, were described in Chapter II.

In southern California YPCA teams under the sponsorship of 11 contracting agencies were in Los Angeles, Pasadena, and Riverside, working mainly in poverty areas with large Negro and Mexican-American populations. The agencies were: the Catholic Youth Organization; the National Conference of Christians and Jews, Inc.; the San Fernando Valley Area Welfare Planning Council; the Special Services for Groups, Inc. (SSG); the Los Angeles County Department of Community Services; the South Central Area Welfare Planning Council; the Pasadena Community Planning Council; the Los Angeles Federation of Settlements and Centers, and the Riverside Community Settlement Association.

The National Conference of Christians and Jews Project's team devoted itself to helping people in the Watts area to find ways of developing better youth-police relations. The team explored with school administrative, police officials and youths of the district, ways of reducing tensions in this area.

The Catholic Youth Organization Project, with two teams of five trainees each, involved other youth outside the YPCA, so that the work of the project would not be limited to trainees, and would not depend on the project for its continuance. (It should be noted that this is the effect, if not the specific design, of nearly all of the YPCA programs; the interaction among trainees and the youths among whom they work, and the accomplishment of their community goals, promise enduring beneficial effects even though the project was not refunded by OEO.)

Most of these teams contributed toward the establishment of a youth council network to serve the entire region, and all of them to some degree, and some with special emphasis, sought to ease racial tensions in such places as Watts and in the ghetto pockets of the San Fernando Valley where there are concentrations of Negroes and Mexican-Americans. They were instrumental in negotiating with the local police in tense situations involving teenagers and have emphasized the forming of youth councils in many of the target areas.

The San Fernando Valley Area Welfare Planning Council Project had 10 trainees and 1 community

development aide. Two team members directed an Optimist Boys Club made up of delinquent youth and conducted a program of recreation and tutoring. One team member developed a class in arithmetic using blackjack, dominoes and other games involving mathematics to break down their resistance to learning arithmetic by traditional methods. Team members assisted in the program of the Inter-Faith Center in Pacoima assisting the social worker in home visits. Team members kept the agency open for two weeks in the summer when it normally would be closed for staff vacations. They conducted a swimming program for children in the poverty areas of San Fernando and Pacoima utilizing private swimming pools in nearby affluent communities, transported the children, supervised the swimming and persuaded the owners of the pool to serve refreshments. They assisted in the operation of "Joint Venture," an OEO-funded community center and gave active leadership in the younger children's program of this agency.

This team emphasized the need to strengthen interpersonal communication within the home, between age groups, and among persons of different backgrounds (religious, color, culture). Among the stated goals of these young trainees, was the education of teenagers and young married couples concerning high-pressure sales tactics and the pitfalls of debt; the guiding of young people toward lifelong productive work, and the enrichment of the lives of individuals and of the community through constructive intergroup experiences. The team itself represented varied cultural, ethnic, and educational backgrounds, and its panel discussions made special provision to include one Mexican-American, one Negro, and one Caucasian. This particular team and its attitude was by no means the exception, but rather, the rule.

The Los Angeles Times Boys Club of East Los Angeles Project had 10 trainees and 1 community development aide. This team was located in the Lincoln Heights area of east Los Angeles. Their projects included: the establishment of a Teen Post program in the William Meade housing project with a population of approximately 3,000 located in the "target" area of east Los Angeles. They worked with the teenagers of this project which has 60 percent Negro population and 35 percent Mexican-American. In spite of many tensions in this situation team members demonstrated great maturity in working on this project. They planned the formation of a youth council in the east Los Angeles area and worked with the department of community services team on a Mexican-American Youth Conference around the educational and economic problems of the Mexican-American.

The Special Services for Groups, Inc. Project, the Project of the Department of Community Services, Los Angeles, and the South Central Los Angeles Welfare Planning Council Project were described in Chapter II.

The Community Planning Council Project, Pasadena, had 10 trainees and 1 community development aide.

This program provides a good illustration of how the efforts of team members can be distributed throughout a community without being diluted. Each team member was assigned to a different agency. Thus, one girl did administrative work for a YWCA recreation program which serves girls from all over Pasadena and parts of Los Angeles; one boy coordinated a tutorial program of the American Friends Service Committee and helped to recruit members for the neighborhood Youth Corps; another served as a tutor and recreation leader for a study center which was set up as a direct result of the Watts riot; other members served variously as recreation leaders and in the training programs of other youth groups. They all engaged in a program to obtain more books and facilities for study centers and planned a blockhouse program to arouse adult interest in voting, in the opportunities offered by adult education classes, and in the poverty programs proposed for the area.

During the summer five trainees were assigned to work with the commission on human needs and opportunity to conduct a social diagnostic survey door to door in a poverty area of Pasadena. The experience gave trainees additional insights into the problems of poverty. Their competence on the job won commendation from the director of the project and opened avenues of future employment opportunities in this field. Four team members worked in the summer carousel program of the YWCA which was a daily program for underprivileged children. Each trainee was responsible for six children, as well as assisting in crafts, recreational play and supervision on field trips. The team worked on plans for a cultural and educational center for culturally and economically deprived children.

The Los Angeles Federation of Settlements and Centers Project had five trainees and one half-time community development aide. This group was a Teen Post team, with two distinct functions:

1. To plan and help conduct the weekend camp held at University of Southern California on weekends during the school year for various Teen Posts in Los Angeles. This included arranging for speakers and serving as discussion leaders and assisting with the recreation program.
2. During the summer, with the expanded operation of Teen Posts, the team was given the responsibility of helping organize a student government organization in the various Teen Posts based on the State form of government. The Posts were organized into districts with a Senate and Assembly and passed "Bills" expressing youths' views on a variety of subjects affecting youth.

The Riverside Community Settlement House Project had five trainees and one community development aide.

This settlement house is located on the "other side of the tracks" and performs many valuable functions

in the community. The surrounding population is largely Mexican-American and Negro. The agency provided leadership training and orientation and the team members performed the following services for the agency: they assisted in the tutorial program for the younger children, supervised play groups within the agency, and conducted athletic leagues.

With the cooperation of the agency, a large room was provided for a teen center. Team members secured a juke box, a coke machine and a pool table and established a thriving teen center program in an area where this drop-in center fills a real need for the teenagers from their neighborhood. Team members supervised the operation and organized committees of youth to assist in the program of the teen center.

CHAPTER IV. TRAINING SESSIONS

The central purpose of the YPCA project was that of helping young people acquire the skills of analyzing community problems of significance to them, helping them plan ways that they could take responsible action in solving these problems and providing the situations in which actual experience with their planned action could be carried out. Therefore training was seen as the primary focus of the project. Young people in disadvantaged areas were to be paid while learning the orderly process of social change by which individual citizens, alone or with others, can act for self and group improvement in a democratic society. This focus on the training function of the project is emphasized in the designation of the director and assistant director as training directors and team members as trainees.

Three levels of training were written into the EOD grant: general statewide sessions of three to four days programmed by the training directors and the training advisory board: north and south regional meetings set up by the training director in the north and by the assistant training director in the south; inservice training described by each agency in its original contract with the project.

Types of Experiences

Emphasis on learning how to learn about one's community was povided for in numerous ways such as: working in a community agency where orientation to the community and to the organization and services of that agency to the community was provided; team meetings for problem identification, planning and developing strategy, identifying resources, keeping records, evaluating and reporting as well as experiencing leader and group roles; acting on planning, evaluating and replanning; gathering data by survey, questionnaires, reading, films, taped playbacks, lectures, interviews, field trips, exchanging experiences and evaluating both in team meetings and in statewide and regional training sessions; serving on a panel, as a speaker, group leader, clinic participant, recorder and evaluator of own experiences, performance and growth; making oral and written reports; listening, (*hearing* what is said), growing in social skills, relating to other peers who differ and getting new perceptions and viewpoints, relating to adults; relating to authority (police, etc.); learning about the agencies and forces necessary for ongoing community life; seeing how change can be achieved by lawful processes rather than by riot, destruction, gang action or civil disobedience.

Statewide Training Conferences

In this project two statewide training conferences were held to bring together all of the trainees and their supervisors, senior and community development aides. The first, at Long Beach following the Governor's Conference on Children and Youth in which the trainees participated, and the second at Asilomar, were broken down into workshop seminars and clinic sessions during which trainees exchanged ideas and reports, heard adult speakers, and reviewed the objectives and accomplishments of their various projects. Meetings were held among supervisors from various parts of the state, enabling them to keep in close touch with the different phases of the program's development. Regular reports were submitted to the office of the director of training on team assignments, activities and accomplishments.

The Long Beach Conference (February 9–12, 1966) was devoted principally to instruction and orientation sessions and to an outline and discussion of community problems and possible solutions: *what* needed to be and could be done; the Asilomar Conference concentrated on *how* to do it, with emphasis on the best

Return from 17-mile drive.

methods for achieving effective community action. Progress reports presented by various teams at the outset of the conference provided an illuminating insight into what already was being accomplished, not only in terms of the trainees' own progress toward fulfillment of the program's outlined objectives, but in terms of what already had been done through their efforts toward betterment of their own communities and alleviation of some of the debilitating sociological side effects of poverty.

A seven-point outline, prepared in advance of the Asilomar Conference (April 3–6, 1966), restated the project's objectives for discussion at this conference:

(1) to develop trainee competence in meaningful community action programs; (2) to give trainees a chance to participate in community action programs at appropriate levels; (3) to acquaint trainees with the programs of the various contracting agencies and provide for their participation in such programs; (4) to develop among trainees a willingness to accept job assignments and accountability for job performance; (5) to enable trainees to learn about the community resources available for community action programs; (6) to give the trainees a chance to work with other youths, in their own and other neighborhoods and throughout the state; (7) to get an idea of vocational choices they might want to make as a result of their experiences in the program.

Further discussions were based on an outline, supplied to each trainee, aide, and supervisor, which called for an exposition of seven steps taken in community action: the identification of problem and purpose; strategy; resources to be used; the operation and function of the appropriate organization; launching the project; making use of resources, and an evaluation of the project. (See Chapter I for the full outline.) Teams of trainees presented reports of their projects in progress and submitted their own evaluations and reports on the conference thus providing valuable criteria for future training sessions.

In the training conferences teams gained new ideas from the reports of other teams and began, either at

Trainees enjoying a break during a training session at Asilomar.

the conference or in team meetings on their return, to try out some of these ideas in their own situation.

The training program operated in three general phases, moving up from the identification of community problems, through the organization of problem-solving methods, to the acquisition and application of the skills required for direct and effective action. Typical examples are provided in the history of a team operating under sponsorship of the Los Angeles *Times* Boys' Club, one of the contracting agencies in the YPCA program and the Trinity Street Opportunity Center in Fresno. The *Times* Boys' Club team serves the Lincoln Heights area of Los Angeles. Members outlined their goals and proposed methods during the sessions of the Asilomar Conference. The trainees announced as their major project the establishment of a Lincoln Heights Youth Council composed of members from service clubs, social clubs, religious clubs, youth gangs and individual youths "interested and willing to take part in a council of this nature." The full report of their achievement is described in Chapter III.

The Trinity Street Opportunity team, following the Lake Arrowhead training session, came back inspired to start a teen post. An account of their remarkable success is given in Chapter II.

A recognition of the training session at Asilomar was reported in the New York *Times* of Sunday, April 10, 1966 (see appendix).

Regional Training Conference

Five regional training conferences were held with emphasis on the specific skills needed by trainees to carry out their community action programs. These conferences, all held in 1966, were at the University of Southern California for the southern California region teams on June 11th; the northern California region teams at the University of California, Berkeley, on June 12th; the central region teams at California State College, Sacramento, on June 24th and 25th; the bay area regional conference at Stanford University on July 29th through the 31st, and the southern California region conference at the University of California, Los Angeles, conference grounds at Lake Arrowhead on September 8th through the 10th.

The regional conferences have included the development of specific skills needed in community action by trainees that became obvious from the two statewide training meetings. These include the development of skills in the technique of interviewing, discussion leading, speech making and reporting, methods of recording, as well as developing skills in presiding and conducting meetings. At these regional training meetings the program was devised so that each trainee would have an opportunity to participate and have his performance evaluated by competent resource consultants. All sessions have shown concern with the structure of government agencies both local and national, especially those related to poverty programs, with police policy and action, education and jobs. A "twenty question" organization for discussion groups was requested by the teams at the Asilomar Conference. (See appendix.)

The statewide and regional training conferences were designed to supplement the in-service training programs conducted by the contracting agencies. A process of evaluation of the training methods by the individual teams was developed.

Supervisor Evaluation

Supervisors, aides and team members were asked to evaluate each training session and to suggest agenda items for subsequent sessions. The following is an example of suggestions made by a community aide:

> In view of the fact that every member of our team has been and will be working with children in their agency, they would like to have a child psychologist speak at the Lake Arrowhead conference. Also, still remaining is the problem of communication. We would like some training in speech making.
>
> We are curious to know what the other teams have been doing, and in what way has this program, Youth Participation in Community Action, helped them help their community. This may be done by having team reports like we had at Asilomar.
>
> The team hopes that their ideals are not too far fetched. We are all looking forward to the coming conference. All those related to the training session programs recommended that a representative of each team be members of the planning group for the training conferences.

All those related to the training session programs agreed that a representative of each team be a member of the planning group for the training conferences to reflect more fully the views of teen members. This was provided for in all conference planning.

Supervisors and members of the training advisory committee who had attended several of the training meetings have all commented favorably on the growth and development of the trainees in their ability to express themselves and to participate more effectively in the training process, as well as their increasing competence in the field of community action.

While the regional training meetings both, because of their smaller size and homogeneity of background of the participants, proved effective, it was the recommendation of the trainees that at least one statewide training meeting be held during the second year: one statewide for new trainees and one statewide for first-year trainees. The feeling was expressed that the sharing of experiences with other teams, some located in the impacted areas of metropolitan centers of the state, with those from smaller cities and rural areas had real value in the understanding of the various aspects of poverty and the varied approaches teams could use in their solution.

Plans have been developed with the California Council of Youth, staffed by the California Youth Authority, to have an official representative from each region from Youth Participation in Community Action to reflect the views of youth from the poverty areas on the statewide council.

One of the supervisors made this statement on what trainees gained from one of the statewide training sessions:

This is my evaluation of the recent training conference. Our team members gained in many ways:

They gained a better understanding of persons from other areas, of different social status, with different problems and attitudes. They also learned something about interpersonal relations in a group situation.

From the team reports, they gained ideas about new problems we might consider working on, methods others have used and different forms of team organization.

From the workshops and clinics they learned some new ideas about the use of mass media, the proper methods and channels which must be used, team organization and how to delegate duties.

They learned the technique of role playing and have used it to prepare for an interview.

I felt that the conference would have been more valuable had there been a better balance of instruction and discussions. The discussions were often only a forum for the expression of opinion. The only thing learned was who had a strong personality or who was able to express himself well.

In-Service Training

In all of the local training conducted by the contracting agencies, trainees have been encouraged to explore the problems of poverty in their communities and the Economic Opportunities Act and its operation. They engaged in discussion and exploration on what community action projects should have priority for their team approach. Each trainee was given an assignment within his contracting agency as well as a definite role in the team's community action project. The teams selected imaginative (and often difficult) community problems to solve in their respective areas as shown in Chapters II and III.

Agency training patterns showed considerable variations. This was felt to be one of the very important strengths of the project. In several projects each trainee was assigned to a city department for orientation and training, then rotated to get a view of the other departments. In the Stanislaus County Department of Education, their intern program assigned trainees to the county hospital, welfare department, sheriff's department, probation department, and the housing authority. After a period of service they were rotated until each had acquaintance with all of the departments.

The training program and an evaluation of the trainee from the county sheriff's department are illustrated in this letter:

We have been requested to give you a resume of the activities of Miss Donna Norris, Hughson High School representative of the Governor's Council on Youth Program, in this office.

Miss Norris was given a two hour basic orientation lecture on March 9, 1966. Subsequent to this she was taken to the commanders of the various divisions of this department and given an orientation of the functions and duties of these divisions. Included in these orientation sessions were the Criminal Division, Identification Division, and Jail Division.

After the above sessions were completed, Miss Norris was then turned over to the personnel in the division for a more intensified training program as follows:

1. CRIMINAL DIVISION

Working alongside a female deputy in the investigation of juvenile cases (i.e. unfit homes, child neglect, molestations, etc.). Accompanying the Psycho Detail officer in the course of a mental petition hearing, from pick up at Modesto State Hospital through the court proceedings, and return to Modesto State Hospital. A session of interviewing a narcotics addict in the County Jail, in company with a vice and narcotics officer. Training sessions with various detectives on the methods of investigations and followups on criminal offenses. Preparation of various reports, including subpenas, warrants, and complaint reports, in the Criminal Records section.

2. CIVIL DIVISION

Preparation of the various types of civil processes, such as summons, subpenas, writs of attachments, garnishments, etc.

3. IDENTIFICATION DIVISION

Working with officer in the photo and fingerprinting of prisoners. Filing of fingerprint classification cards. Developing of photographs, and related Identification Division duties.

4. JAIL DIVISION

Working with a matron in the female section of the jail. Taking meals to the inmates of that section, making head counts, and other tasks relative to the female section.

Miss Norris is currently working in the Criminal Records Section of the Criminal Division, learning the filing system, and also working with the Juvenile Detail on cases which are felt to be of particular interest. She will be introduced to the workings of the Administration Division during the week of May 16–20.

It is felt by all those who have had an opportunity to work with Miss Norris that she is an excellent representative of the youth of her age group. Without exception, the division commanders, and those of the office personnel with whom she has come in contact, all have said it is a distinct pleasure to work with Miss Norris because of her alert attitude, intelligent questions, and obvious interest in her part of this project.

The undersigned, who has been acting as Miss Norris' supervisor during this period, would like to add that she has made excellent progress in the understanding of the functions of this department. She has indicated an absorption of the material given her by the ability to correctly answer questions asked regarding those segments of the office in which she has trained.

It has been a pleasure for this department to have Miss Norris as a representative of the Governor's Council on Youth, and if hers is any indication of type to be expected in the future we will be most happy to continue this endeavor.

In-service training opportunities in the Pasadena Community Planning Council were described in the following way:

It is anticipated five Trainees would be assigned to selected agencies on a rotational basis. The Community Development Aide would work primarily with the Community Planning

Council as a group leader with additional broad opportunities with the Council, the Recreation and Youth Services Division, and the Commission on Human Need and Opportunity. The Community Development Aide (and if desired Trainees on a more limited basis) could have the following kinds of opportunities:

Goals and Objectives

To provide an overview and understanding of human needs and services on a broad community basis.

To gain insights on how community resources—public and private—are marshalled and coordinated in a voluntary manner to appraise and meet pressing social problems.

To relate directly to project development, fact finding, and program implementation processes of the Council—particularly as they relate to youth.

To have a leadership role in Youth Council activities and become a youth representative on the Commission on Human Needs—the local community action agency of the Economic Opportunity Program.

To encourage and develop leadership talents, skills and interests as a foundation for career training in a social science field.

Job Experience and Skill Training Opportunities

A. Community Organization and Neighborhood Development
Assist in:

Planning, organizing and staffing Council meetings relating to youth problems.

Development of community conferences, neighborhood meetings and group discussions devoted to youth concerns.

Working with the Neighborhood Adult Participation Project outpost aides in projects and activities.

Articulating neighborhood concerns as voiced by youth in need.

Expediting Neighborhood Youth Corps, Teen Post, Head Start, and other special community youth programs.

B. Fact Finding, Social Research, and Evaluation
Assist in:

Procurement, portrayal and interpretation of community and demographic information gained through agencies or surveys.

Designing projects, preparing proposals and working with special community task forces.

Evaluating projects in progress and designing appraisals for proposed programs.

C. Leadership and Group Interaction

Serve as a youth representative on the Commission on Human Need and Opportunity.

Work with and provide staff assistance to the Pasadena Youth Council.

Guide experiences and efforts of the local YPCA project team and serve as its leader.

Another pattern of agency training is provided by the plans made by Special Service for Groups—Los Angeles:

This training program is to be conducted by the Staff of Special Service for Groups, Inc. with assistance from resource persons and staffs at Occidental College, UCLA, Pepperdine and USC. Professional persons from both public and private local agencies will be called upon to contribute in accordance with their specific fields of work. Those resource persons in the fields of the behavioral sciences, especially those in the fields of Sociology, Psychology, Social Work and Criminology, will be drawn upon.

The Training has two main aims, namely 1) promoting positive attitudes toward achieving higher education among youth from "impacted areas," and 2) rendering of education and financial assistance to the student trainee. The training program will of necessity be on-going in nature. Considerable emphasis on attitudinal change will be enhanced by constant contact with gang workers (SSG Social Workers) in the field and exposure to resource persons and other SSG Staff Members.

Individual trainee assistance will be provided by SSG staff personnel, school counselors and via other appropriate referrals, if needed. All training will be geared to the needs of the trainees. We do not expect subjects to be taught in depth, rather, we hope to give the trainee a sound orientation to social work service and its philosophy, with the hope that our trainees will acquire better self-image and more knowledge of what is involved in community government. If, by chance, a few of our trainees elect social work as a profession, with an aim toward ultimately returning to his or her "own community" to work, the agency will feel that a prime need has been met. This aim takes on significance since there seems to be some substance to the pattern that oftentimes a Mexican-American or Negro college graduate tends to leave his community, rather than return to assist in providing leadership and direction. SSG is cognizant of the need to mobilize this leadership capacity and intellect which are the legacy of a community.

SSG Resources

1. Staff experienced in gang work.
2. A well-equipped office covered 2700 square feet where trainees can observe the inner-office workings of a social work agency.
3. Excellent relationships with law enforcement agencies whereby field trips to Juvenile Court, Juvenile Hall, Police and Sheriff Departments, California Youth Authority institutions may be facilitated.
4. A specialist staff (Director of Service and Training) who will furnish supervisory assistance on a conference, group, and individual basis.
5. Conference rooms for staff (team meetings).
6. Office and program equipment such as typewriters, photo copy machines, dictating machines, movie and slide projectors, cameras, tape recorders, phono-record players.
7. Library with latest books used by schools of social work.

SSG hopes to make trainees feel that they are contributing members and are integral members of the staff and organization. The names of trainees are posted on the "control board" along with the rest of the agency staff members. Trainees are classified as Social Work Aides and are issued our standard police identification cards and professional cards, commensurate with their new roles as a SSG staffer.

The staff at SSG are pragmatic where ideas about training are concerned. Long experience has taught the Agency that "rote-memory and theoretical knowledge in being" is not enough. Knowledge for the sake of knowledge alone falls flat in the field. Teaching the trainee to acquire and use knowledge as social skills is the focus of our training curriculum.

Trainees will be exposed to experiences aimed at instilling positive attitudes toward themselves and their community.

PART I. *Orientation Program*

A. The Youth Participation in Community Action Project:
   (1) Definition
   (2) Development and history
   (3) Purpose
   (4) Organizational structure
   (5) Administration
   (6) Relationship of team to project

B. Special Service for Groups, Inc.
   (1) History
   (2) Purpose
   (3) Organization, structure and services
   (4) Policies and procedures
   (5) Administration

C. The Economic Opportunity Act of 1964
   (1) Purpose
   (2) Organization
   (3) Administration
D. Problem Areas in Los Angeles
   (1) The problems imposed by size of city
   (2) Economic conditions
   (3) Social conditions
   (4) Ethnic composition
E. Factors in a Community Action Approach
   (1) Mastering the art of talking and working *with* people instead of *to* them.
      (a) Obtaining and holding their interest
      (b) Acquiring a knowledge of ethnic value systems
      (c) Learning to respect the opinions of others
         Example: Race, class, delinquency status, religion, group status, etc.
      (d) Helping groups to identify and express their needs
      (e) Assisting individuals and groups in devising ways to meet their needs
   (2) Approaching community leaders
      (a) Learning to evaluate advice
      (b) Finding ways to get community leaders involved
   (3) Learning to use ones own observations and experiences as a guide in determining community needs
   (4) Acquiring a knowledge of community resources and how to utilize them.
      (a) The locations and functions of other agencies and organizations
   (5) Trainee role in organizing and participating in various community activities

PART II. *The Concept of Community Action*

A. Community Action Defined
   (1) Helping people to help themselves
   (2) Helping people to voice their needs
   (3) The importance of and kinds of involvement
   (4) Informing people about community resources and how to utilize them
   (5) Assisting groups in balancing social needs with resources available
B. Some Methods Used in Community Action
   (1) Direct vs. indirect approach
      (a) Appropriate channels should be followed where possible (chain of command)
      (b) Other methods must be carefully evaluated before a plan of action is devised
   (2) Community casework
      (a) Individual counseling
      (b) Family counseling
   (3) Community group work (organization and participation)
      (a) Local government councils
      (b) Parent advisory groups (PTA, etc.)
      (c) Recreational programs
      (d) Service organizations (Optimists, Kiwanis, etc.)
      (e) Human relation councils
      (f) Youth-Teen councils
   (4) Community research
      (a) Acquiring and compiling knowledge of existing community programs and facilities
      (b) Acquiring knowledge of programs in other communities
      (c) Learning to utilize civic studies, committee reports and others compiled by government and private agencies

PART III. *The Dynamics of Human Behavior as a Meaningful Force in Community Action Projects*

A. Learning the art of evaluating the background of individuals and groups
   (1) Neighborhood milieu (ethnicity, ethnocentricism)
   (2) The family environment
      (a) As a source of acquired attitudes
      (b) As a contributing factor in the development of personality
      (c) Types of families such as nuclear, extended, matriarchal or patriarchal
   (3) Socio-Economic class
      (a) The values and goals of groups and individuals
      (b) Individual and group educational levels
      (c) Grade of housing and living situation
      (d) Level and source of income
   (4) Cultural factors influencing behavior
      (a) Beliefs and customs (generation to generation)
      (b) Degree of influence and emotional manifestation
B. Ethnic group behavior
   (1) Ethnic groups as subcultures
      (a) Personality differences among subculture groups
      (b) Some socio-cultural factors influencing personality differences

PART IV. *Social Problem Sources and How They Affect Community Action*

   (a) Unemployment
   (b) Housing
   (c) Discrimination (racial, religious, class, etc.)

PART V. *The Interview as a Tool in Community Action*

A. What is an interview?
   (1) The difference in interviewing and ordinary conversation
   (2) Types of interviewing
B. Why interview?
   (1) The importance of acquiring and maintaining rapport
   (2) Two-way communication
      (a) Individuals and small groups
      (b) Large groups and the community as a whole
C. The value of interviewing in community action
   (1) As a method of getting persons or groups to communicate
   (2) To enable expression of feeling
   (3) As a media for helping people identify and express their needs
   (4) To help individuals and groups become aware of the importance of being involved in community action
D. Some factors to be aware of in use of the interview
   (1) Develop rapport and build relationship
   (2) Use proper language
   (3) Use yourself in a positive manner
   (4) Maintain objectivity
   (5) Be nonjudgmental
   (6) Be a good listener

PART VI. *Introduction to Community Organizations and Agencies (Private and Public)*

A. Importance of knowledge of community agencies in community action
   (1) As a referral source for community residents
   (2) As a source of information and help
   (3) Know the community agencies so that you may involve them where appropriate
B. Some relevant community agencies
   (1) Los Angeles City Board of Education
   (2) County Commission on Human Relations
   (3) Los Angeles County Health Department
   (4) Los Angeles City Council
   (5) Los Angeles County Welfare Department
   (6) California State Employment Department
   (7) State Department of Mental Hygiene
   (8) Social Security Administration
   (9) Family Service Association of America

(10) Los Angeles County Bureau of Adoptions
(11) CYA, Los Angeles County Probation Department (Delinquency prevention section)
(12) Los Angeles City Police Department (Community Relations division)
(13) Travelers Aid Society

PART VII. *Evaluation and Reporting*

A. Importance of maintaining records
   (1) Accountability
   (2) For future information
   (3) Use in evaluating effectiveness
   (4) Plan for future course of action
B. Project evaluation
   (1) Determine effectiveness
   (2) Impact of accomplishments for participants, clients, and community.

Aides Training

One statewide meeting of senior and community development aides was held to evaluate the Long Beach meeting, to review problems and to plan for the Asilomar meeting. A statewide regional meeting was held with the supervisor's group in April.

Training Materials

Materials were developed by the training director for distribution and use at the training sessions, such as *Recorder's Workbook, Functions of the Group Leader, Use of Mass Media, Techniques for Effective Community Action, Building Public Awareness.* Other materials distributed were from such organizations as the National Conference of Christians and Jews on *How to Have a Good Discussion, A Conference Guide for Discussion Leaders and Recorders,* California Department of the Youth Authority and the like.

Training Evaluations

Some of the trainee evaluations of their training experiences show real values and growth:

Mary M. The Asilomar Conference is one of the most rewarding experiences of the project. At this conference Trainees were trained to be leaders. This conference indicated to the Trainees how to cope with the different problems of the community. Our team went out, after returning home, to help in a solution of a major community problem—the passage of the Watts hospital bond . . .

Valerie G. It was a very beneficial experience. We not only picked up beneficial information on how to communicate with different communities, but also to communicate among ourselves as tools and keys to communication in every day life.

Jewell E. It was interesting to find out the problems of other cities. *But I also did not get enough material to help solve my problems* in my city. For example: In my city there is not enough recreation.

Bob S. It is really good, and has helped me tremendously. It has given me insight on what to anticipate as well as to inform me on how to alleviate problems that may come up. We learn by sharing and spread knowledge at the same time.

Beth S. The *clinics with experts as resource people* in their respective field of interest were really beneficial. I also felt that possibly by having better informed or oriented leaders in the workshops, they could also be a lot more helpful.

Alex R. The conference was beneficial, because it helped to speed up learning processes of the teams. However, it was predominantly centered around the Negro and his problem. The other minority groups in future conferences should not be forgotten.

Gilbert C. The *clinics should have come before the workshops. This would eliminate a mass of superflous* and rather *blind talk* by those not acquainted with topics they are supposedly leading.

John L. It shows that different races can get together and have a good time. Everyone in the world should attend a conference like the one we had. This would alleviate a lot of the national and international conflicts.

Dorothy W. I have enjoyed very much being a part of this conference. The opportunity to learn and benefit has been offered, and I believe we the trainees, have taken advantage of it.

The next chapter contains trainee evaluations of their experiences in the project, following the last training session. These statements represent the most important achievement of this project and point to the urgency of continuing like programs both in California and elsewhere.

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CHAPTER V. PEOPLE NEED PEOPLE

And this is what they said!

My experiences with this program have been numberous and very helpful. My greatest experience was that of meeting new and interesting people I could never have before. The thought and idea of helping people relate with the Police Department is a great inspiration. Through this program, I have realized the need of people needing people. Also, I have gained a new ambition and goal in life: to find a need and fill it;

For me, I can say that the most meaningful part of YPCA was being a member of our team which is somewhat unique in having members from diverse economical, racial and ethnic groups. All of us have felt that getting to know and feel comfortable with these other members was very valuable personally;

The way I feel about the program and what it has done for me is hard to put in words, but here goes. The program has made me more aware of the problems that are slowly closing around me. Secondly, I am gaining experience in all different fields. Also, I have learned to listen and work with others;

For me, this project has given a lot to look forward to and a lot to remember. Being with people, all kinds of people, has been an experience in itself for me. These different types of people, the people I work with, well, they're my security. Maybe that sounds melodramatic, but being with them, arguing with them and listening to them has taught me more than I could've learned anywhere else;

I have worked for three months now as a Senior Aide with the Youth Participation in Community Action project. This association has given me very valuable experience in group work related to my study for the ministry and has enabled me to work for a project whose aim and approach I consider to be significant and innovative. Of greatest meaning to me, however, has been the contact I've had for the first time with numbers of great kids from poverty and near-poverty areas. Not all of them are intelligent or articulate or motivated, but all of them have that spark of individuality and self-respect which has been further nurtured by the YPCA project. These personal relationships and the respect they've engendered in me for kinds of all backgrounds and descriptions has given me new commitment to making the democratic goal of a life of dignity for all Americans a reality;

This program has been the most interesting and important job that has really affected my life a great deal. While with this program I have visited many agencies and people with certain responsibilities and certain functions that I would not have known about without this WPC training. I visited agencies such as the South Health Center and the Southeast Health which we were tutored for about a week eight hours a day on venereal disease. We visited the B.P.A. and really got to know the functions of this center. I visited the California Youth Authority at which I learned the problems of the boys, the parole agents job and what he must do to help the boys and how he delivers the cases before the parole board. With all this in my head, I am now able to relay my knowledge of the functions of these particular agencies to my friends and my community;

The group that I have been working with the past summer was Commission on Human Needs and Opportunity (CHNO). Our project was to give a Social Diagnostic Survey. I thought it was interesting to see how different people felt about the survey, and how they felt about teenagers as interviewers. At first, some seemed reluctant to answer our questions, but after a while they began to respond "generously" to answer. In some neighborhoods, the people didn't even want to hear anything about it until they heard the word OPPORTUNITY. Then I felt this survey was really to help them. In a sense, I felt closer to the people in Pasadena after the interview than before;

From my affiliation with the Bureau of Public Assistance and working with people, I have learned about the habits of people. I have been trained how to interview people; how to convey my thoughts to them and how to be broad-minded enough so I can understand their views even though I don't support or share the same view. I have learned that if you stop and listen to people they'll do the same for you and your relationship will be better and more will be accomplished.

Self-esteem

Disadvantaged teenage youth often turn to violence and disruption as their only way of being recognized, of being valued, of being a partner with adults in responsible action for self and community improvement. This project, as evaluated by participants, gives ample evidence of the central need of the individual, an increase in self-esteem through the esteem extended by others.

For the first time I felt I was somebody;

I felt a little important because I am helping out;

From this program I have gained an unforgettable experience. I have done something that many adults didn't believe that I could do;

I have become a different person with more understanding of what I am, what I'll be and how I'll be what I want to be;

The most important thing is that I have more confidence in myself and I think my community is more proud of me;

This program has been the most interesting and important job that has really affected my life a great deal.

Incentives and Goals

This program has instilled in me a sense of values that I had not possessed before. It has made me dissatisfied with my present status and has given me the drive to push for better things and to set up higher goals for myself. I feel important and that someone cares about me. I also have gained racial pride by attending these training sessions and seeing so many bright young people that belong to my race. To end this truthfully, I must add that I now feel inadequate and not as sharp as a CDA should be in comparison with some of the people that I have met in this YPCA program;

The most important part of my participation in the YPCA Welfare Planning Council South Central Area is impossible to name. Along with the tremendous effect it has had on my choice of career and outlook on life, I can proudly say I have helped others by my activities in various community agencies and projects;

My best experience while working at Special Services for Groups was working with the kids, learning their problems, and being able to help solve some of them at times. I have learned a lot. And it has helped me in many ways. And I hope to go to college and become a social worker and continue to work with kids;

I felt it was wonderful receiving all of the knowledge in these agencies. It gave me the much needed incentive to carry on my education and caring for people. The training that I received while working with the Welfare Planning Council was the most important motivative tool in my life up to the present;

As for me, this organization has broadened my perspective on life and added a new outlook to my career goals. I have served in two unique agencies, South Health Center and California Youth Authority.

Communication With Adults

In working with YPCA, I have learned to work better and communicate with older adults. It has changed my ideas about police officers and my parents. I have learned more about the guys on the street, gangs, and Teen Post members. The most important is that I have more confidence in myself. The guys in my community have somewhat listened to my ideas about education;

My experience working with this program has been very adventurous as well as educational. As a teen-ager, I never had the chance to voice and speak what I feel, as the grownups used to say teen-agers can't do anything. Now they feel different. From this program, I helped support the "Keep the Teenpost Open" process. We passed petitions and they were very successful. I have learned from others just by listening and going to conferences;

From the program, I have gained an unforgettable experience. I have done something that many adults didn't believe that I could do, and what many adults still resent. I, along with many other YPCA workers, have helped in organizing the teen community. I also feel very strongly that, although I'm sixteen, I've done something at last to try to help my people. I have learned a lot about the functioning of our governmental body. I have been given the opportunity to express my views and also, by working with the YPCA, I have met people, very great people, who have helped me a lot. I have seen new job opportunities which I hadn't recognized before. This program has helped me a great deal, more than I can ever put on paper. I feel that this program *should* be continued and expanded to let in many, many more;

Mine is becoming a member of CYO. I wasn't really that familiar with all the activities and privileges that were going on for and against me. It got me to thinking more on what was brought to attention. I'm a very active member in our Teen Council (my own opinion). But, to get to the point, it's marvelous to me all the plans, ideas and thoughts that the teen-agers had closed up inside, to let it all come out in a very intelligent way that has truly helped our center and community, and the respect and cooperation from adults with us;

What has happened to me before becoming a member of YPCA? I was belligerent, hostile, hated all authority; hated any government, state and local agencies. For one reason: I didn't know how they could help me because as a black child I could not see any way that I could help myself or anyone else because I had no voice in anything that affected me. Joining the YPCA has given me outlets and voice in determining life. No longer do I hate these agencies because I know how to use these agencies and where to apply the right pressure to force them to function.

Relation to Law Enforcement Agencies

I feel the most important assignment I have done is working with the Police Department. I interviewed many clubs and organizations and asked them "what relationship they had with their city (or State) Police Department";

At CYA (California Youth Authority), I worked along with a parole officer and got the right view from the inside. I got to see in practice different methods of interviewing and how to get along with all different kinds of persons and individuals. I got to see Juvenile Hall and Norwalk Clinics and got the inside view. I now see how hard a parole officer must work to try and keep the troubled youth in the right road;

This summer I had the pleasure to sit on Tension Committee Meeting in Watts in which people in the community get to tell about their gripes. During these meetings, I have learned the responsibility the people have for making their homes better for all. During these meetings, we were made aware what important steps the police staff were making. We also met many important people that have a lot of influence in this community and the nation. I have learned that through sitting down and talking about what's going on in Watts, Sacramento and the nation. During this time, we were given the right way to present ourselves and express ourselves. This program is the most important and interesting that I have had the pleasure to be a part of. With all the information, I can now pass it on to my friends and my community;

My most memorable experience is working with children between the ages of 9 and 12 at the Delinquency Prevention Clinic in Watts under Special Services for Groups, Inc. I help them with their school work and I also talk to them. That is a big step for me because I stutter. I'm learning to communicate and I felt that I would have been able to conquer my stutter problem.

Relating to Community Problems

I feel that by the experiences I have had at the different agencies, I am better equipped to help my community bring itself out of destitution. With my knowledge, I will be able to help other teen-agers to help themselves. The YPCA has given valuable training that the trainees would not have had a chance to do;

I have realized what my community is and how I can help it. I have found out what Washington is and how it works by its different peoples. Also, how different programs help the teen of the future, the adult;

I am working on a survey. I have found out a lot of things about the neighborhood. I never knew how bad off our people are. The people are living almost two persons to a room in some cases. The homes are broken up (which counts a lot for the juvenile delinquency). There are many other experiences I learned. This survey has brought me closer to people;

I think that I have gotten a lot of experience and knowledge of things I didn't know about before. I've had the chance to meet many other individuals from many different areas. I've learned of some of their problems and, in turn, they have learned of ours. I've been working mainly with the Joint Venture Project in Pacoima. I've helped with the clerical work there and have canvassed in the community as a "bird dog" in getting people out to vote by registering. I've also worked in the tutorial program they have there at the Joint Venture. It's given me a sense of pride to know that I am actually helping my community where before I wasn't aware of anything that went on in the community, and furthermore, I really didn't care;

The YPCA has done a lot for me. It has helped me to condition myself to different obstacles in life. It has made me feel like I'm doing something for my community. It has helped me to cope with different problems. It was work, but you didn't feel as if you were doing something strenuous. I really enjoyed it (the program) and I hope it continues and progresses. Also, I hope it expands into a larger group and more conferences. And as I summarize my statement, it's not the money so much, it's the meaning. (But we do need the money.) Thank you;

I've learned of community organization and how it works. From this program I've learned to work and live with people which is the most important thing to me. I have also been able to stay in school because I had the money to keep on going;

The community is stronger now because the Youth (YPCA) now understand that they are a part of the community. The youth, too, are stronger and can direct energies in a constructive way;

I feel that my experiences in working with YPCA over the summer has not only been a tremendous training period in which I have enriched myself with knowledge of the community in which I worked, but has, in addition, given me an insight into the problems and barriers that many people have yet to overcome. Through working in the community, I have seen people gain pride in their community. These same people who were once downhearted and out are now exploring and investigating what they as individuals can do to improve their community. I feel that we as youth can keep this going and, as adults of the future, will be able to more better serve our community and country in making it more aware of the problems that face it;

I worked with the Welfare Planning Council South Central Area in Los Angeles. The YPCA Program has provided me with excellent experiences concerning the many agencies in the community. To be specific, I worked with the Health Department (South Health Center) in Los Angeles and I got acquainted with the many functions of the agency that most people take for granted. I saw sanitarians at work around the community, the techniques they used for contacting and interviewing the members of the community. I also performed some of the duties of the public educators, answered questions about time and hours of different clinics and worked on some clinics and also helped on the planning of them;

In my opinion, the most beneficial experience I've received while working with the Welfare Planning Council is: the opportunity to meet with other young adults who are interested in their communities. Being able to agree and disagree (discuss) with hundreds of teens is an experience in itself. It encourages one to go on, to try to form a community to be proud of;

The YPCA program has been of great significance in our community. I say it has been of significance for I feel that it has changed the lives of the youth working with the program by influencing these youth. It has in the long range influenced the community in which we live. The YPCA program has made me aware of the differences existing among individuals. Each person with whom I come into contact is a unique person inasmuch as he has qualities all his own. Operating in the capacity of a Senior Aide for the YPCA program, I've had the opportunity to recognize the fact that the youth today are a product of our times and it is our responsibility to improve the chaotic society which our forefathers have put in our laps. This program provides the opportunity for the youth to engage in activities which have meaning to them and their community;

This line of work has shown me that poverty exists everywhere. While doing a survey, we learned about overcrowded housing conditions, less money left for the family members;

The training that I received while working with Welfare Planning Council was the most important motivative tool in my life up to the present. The training program has given me something to look forward to in my future. The YPCA training program has and will prepare me and my fellow trainees to face society with dignity and pride, and a feeling for my fellow man. It has given me the voice to say that "I am prepared to take my place in our growing society."

So we have the evidence in youth's own words of the tremendous values in this citizenship training project. This bridge from the adolescent world to the adult world was made through experiencing trust, respect, partnership and help in problem identification. Here is evidence of growth in the development of skills in problem solving, in deeper insight into self-possibilities and personal responsibility for action for self and others.

PART II

THE CALIFORNIA WAY

CHAPTER VI. THE DESIGN – THE SPONSORSHIP – THE FUNDS

The Youth Participation in Community Action Project, as stated in the introduction to this report, was an outgrowth of a long established philosophy in California concerning the role of youth in community affairs. In this state, government agencies dealing with youth as well as a large number of citizens active in community work, support the idea that young people should share with adults a concern and cooperate with them in action for community well-being. This project was not a sudden proposal related to the "War on Poverty" programs. It related to commitments of the California Department of the Youth Authority; the Governor's Advisory Committee on Children and Youth; the California Council on Children and Youth; to planning going on in the California Council on Youth; to concern for a network of youth councils in this state; to research on the plight of newcomer youth in a state where 1,000 new permanent citizens enter the state every day; to the great mobility of the population within the state itself; to deep concern for ways to redirect rebellious, hostile and destructive youth action into responsible lawful ways to achieve change without violence. At this particular time it combined these already ongoing concerns with action to provide power, motivation and the means, by which young people in poverty areas could improve conditions for themselves and for their communities. This meant employment and on-the-job training directed toward enhancement of self-esteem and the knowledges and skills of orderly nonviolent change processes.

Over the past eight years the Governor's advisory committee has made a conscious effort to stimulate participation in its activities by a cross section of the young people of our state. Long before the "War on Poverty" representation was sought from youth of minority and "less chance" areas. The youth planning committee was composed of the affluent and the poor, the high and the low achievers, the school dropouts and those who had trouble with the law. Discussions among this cross section of young people kept the advisory committee in touch with the very real day-to-day problems faced by many kinds of youth in a variety of neighborhoods. The committee was deeply conscious of the big proportion in our youth left out of the mainstream. Long before the Watts riots a special project was designed by the committee with the help and cooperation of youth members. This project was called "Youth Participation in Community Action." Its main purpose was to enable small groups of "less chance" youth, in teams of four with a senior aide and an adult coach, to select some particular problem in their neighborhood and test out various methods of producing orderly change for the better. It required a study of local government and ways of approaching it. It required laying out a plan and thinking it through. It required self-discipline. It was from this experience that the request for this project was designed.

The program described in this report was a training grant project under the Community Action Program of the Economic Opportunities Act of 1964, Title 207. The project was administered by the California Department of the Youth Authority. The Governor's Advisory Committee on Children and Youth, served as a sponsor of the project with a liaison subcommittee of the Governor's committee directly related to the project. A training advisory board of 10 members assisted the administrator on policy decisions, decided on agency grants and advised on the content of the general training programs.

The 1965–66 annual report of the Governor's Advisory Committee on Children and Youth included this statement about the project:

> The Youth Participation in Community Action Project was a request for a training grant under the Community Action Program of the Economic Opportunities Act of 1964, Title 207. It was designed to assist in providing useful work experiences for young people of high school and college age from economically and culturally handicapped areas. The focus of the Project was to involve these young people in social service activities in their communities and to assist and encourage the pursuit of education and training in the social science field. The project further proposed to provide and develop a continuing network of local and statewide youth councils.

The OEO grant made these stipulations:

> This project will provide training for 182 young people selected from economically and culturally handicapped areas of the state. Twenty-two will be college age students known as Aides; 160 will be high-school age young people known as Trainees. All of the young people will have training provided on a contract basis by governmental and private agencies in communities throughout the state. Each young person will be in three special training schools this year, of from three to four days each. The Aides, serving as supervisors, will have five special training schools during the year, running from three to ten days each. Each contracting agency will select one young person to serve on a state council of youth in which they would be joined by an equal number of young people from the State Youth Planning Committee, sponsored by the Governor's Advisory Committee on Children and Youth. Expenses of the latter group of youth will be met by their organizations. The statewide council of youth will provide a network through regional councils to local community councils of young people who, in turn, will be serving agencies and working with Economic Opportunities Councils and otherwise interpreting the problems and needs of youth from poverty areas.

The function and responsibility of the training advisory board and the Governor's Committee on Children and Youth's Subcommittee on Youth Participation in Community Action developed by Mrs. Florence Wyckoff, chairman of the Governor's committee were:

Training Advisory Board

1. To recommend to the Director curriculum content for the statewide training workshops for youth.
2. To recommend in general on-the-job training methods of contracting agencies and to relate these to statewide training curriculum.
3. To evaluate the effectiveness of the total project and to recommend improvements and changes.
4. To study and recommend broad range of training experiences and interchange of ideas among youth and staff.
5. To design and recommend methods of breaking down segregation of poor youth.

Governor's Advisory Subcommittee

1. To advise the Director on general policy in the conduct of the Project in coordination with the Training Advisory Board.
2. To advise Director specifically on the relationship of the Project to State Council of Youth and local Youth Councils.
3. To interpret the Project to the public.
4. To keep the Governor's Advisory Committee, and through it the Governor, informed of the status of the Project.
5. To make available contacts with the GAC staff and services.
6. To foster good relationships with the California Council on Youth and California Community Councils.

Miss Helen MacGregor, chairman of the advisory subcommittee described the committee in this way:

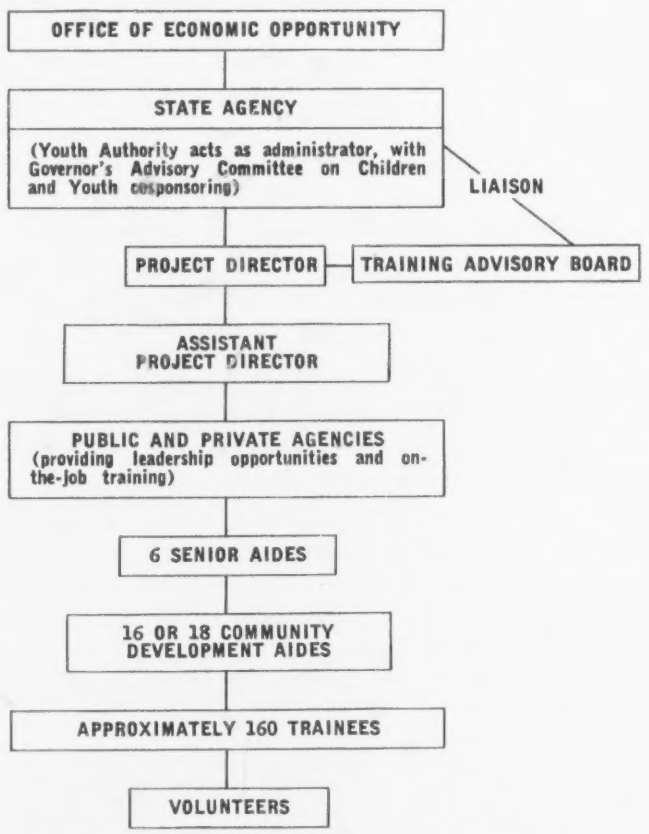
Our subcommittee was charged with the responsibility of maintaining liaison with the Project. We brought the problems of the project to the Advisory Committee and asked for recommendations, which were invariably followed. Our first report was to the Committee after the training session in April. There was a great deal of unhappiness on the part of youth who were on the Council of Youth. We listened to them and conferred with others, and helped get the project on a more satisfactory track. The basic trouble was financial. Many teams and aides had not been paid. When that was straightened out, the various teams seemed to work happily.

The grant of $286,119 for the first year, called for two professional members: a training director and an assistant training director. There were six senior aides, of college age, and 16 community development aides. The senior aides were paid $1,750 per year, and the community development aides, $1,500 per year. The 160 trainees were paid on the basis of $1.25 per hour, or at the county rate of the neighborhood Youth Corps, whichever was higher, with $750 per year being allocated to each trainee. All stipends included the time spent in training sessions as well as assigned responsibilities to the contracting agencies.

In addition to the training program developed by the project, each contracting agency agreed to provide in-service training for their trainees.

This demonstration project was funded on September 22, 1965. The first agency teams were not underway before February 1966. This delay was largely due to the entirely new effort to relate voluntary agency processes to both state and federal government processes. Neither was to blame for the delay. At the close of this program on December 31, 1966, there were 32 teams located with 24 contracting agencies enrolling 161 high school age trainees, 21 community development aides, undergraduates in college, and 5 senior aides, upper division or graduate college students. Each team had a maximum of five members each of whom worked up to 15 hours a week at $1.25 an hour. The contracting agencies served impoverished areas in California ranging from urban slum ghettos to agricultural areas, notoriously lacking in facilities which are commonly accepted as necessities to wholesome community life and to a wholesome environment in which children can be reared and schooled.

This diagram shows the organizational relationships within the project:


OFFICE OF ECONOMIC OPPORTUNITY
STATE AGENCY
(Youth Authority acts as administrator, with Governor's Advisory Committee on Children and Youth cosponsoring)
LIAISON
PROJECT DIRECTOR
TRAINING ADVISORY BOARD
ASSISTANT PROJECT DIRECTOR
PUBLIC AND PRIVATE AGENCIES (providing leadership opportunities and on-the-job training)
6 SENIOR AIDES
16 OR 18 COMMUNITY DEVELOPMENT AIDES
APPROXIMATELY 160 TRAINEES
VOLUNTEERS

The project was originally scheduled for a 10 months operation during the school year. Due to the time lag in funding the teams and actual experience on the job, the projects were carried through the summer months when, in most cases, community youth problems were intensified and the need for community action in solving the problems of youth participation in constructive activities was the greatest. With cuts in the OEO Community Action Program this project was not funded for a second year but was extended, not only through the summer, but to a termination date of December 31, 1966.

The next chapter will describe the organization and operation of the project.

CHAPTER VII. AND AWAY WE GO

The gay ring of the title of this chapter should not deceive the reader into thinking that such a project was in any way simple or easy to organize and administer. The complexity of smoothly relating a newly established United States government office, a department of state government and 24 different private and public community agencies within widely spread areas in a state the size of California was a staggering task. There were delays in formulating and approving the contract form, in developing budgetary procedures, in clearing all training programs with OEO, in establishing a plan for insurance coverage of trainees, even in promptly funding an assistant project administrator to work with agencies in the southern part of the state.

The Project Administrator Thomas A. Rowe commenced work on October 8, 1965, with offices in San Francisco and the Assistant Project Administrator Victor S. Mack started work on December 1, 1965, in the Los Angeles office. A second assistant administrator, Miss Myldred Jones, took over for the last four months to permit Mr. Mack to direct an important research project concerned with youth in trouble.

The form of the original contract for the agencies, developed from the *Community Action Manual* by the Administrative Services of the California Department of the Youth Authority, was approved by the Office of Economic Opportunity in Washington and reviewed by the Department of General Services of the State of California. The contract forms were finally approved by the Department of General Services in late January, and were received by the project office on January 27, 1966, to be transmitted to contracting agencies. (A copy of the agency agreement form may be obtained by writing to Mr. Roy Votaw, Assistant Director of the California Department of the Youth Authority, State Building No. 1, Sacramento, California 95814.) An administrative manual was prepared for all agencies as well as an invoice system for payment of claims.

The first agency program was not underway until February 1966. The last was as late as July of that year. That so much was accomplished in an 11-month period is amazing, with momentum broken or slowed down in many of the projects by the uncertainty, up until the last weeks of December, as to whether the project would be refunded for a second year. It is interesting to note that with all the frustrations which were a very real part of this project it was a sound investment in many ways. On a strictly per capita basis this program cost a good deal less than it costs in California to keep a youngster in school for a year—or even in jail.

Information concerning the project, including an invitation to submit requests for funding, was sent to the county superintendents of schools, the member agencies of the California Council on Children and Youth, the California Community Action Projects in the state, and to members of the Governor's Advisory Committee on Children and Youth. Since there are 58 counties in California, it was agreed by the training advisory board that there should be a concentration in the target areas in Los Angeles, including the south central area, east Los Angeles, the San Fernando Valley and Pasadena. Other areas of the state with a high degree of tension involving poverty areas included Richmond, Oakland, San Francisco and unincorporated areas in northeastern Contra Costa and Santa Clara Counties. As this project was a training and demonstration grant, it was further agreed that projects should be located in urban-rural areas as well as metropolitan centers.

In this latter category, projects were funded in Shasta County, Stanislaus County, west Fresno, Monterey and Riverside Counties. The contracting agencies included two community action programs, two county school departments, one city recreation department, three welfare planning federations and the balance through youth-serving agencies. (See appendix for complete list.)

An agency proposal was required to include these points:

AGENCY PROPOSAL PLAN AND
SUPPORTING DATA

1. Proposal Plan

A. Purpose
Indicate the specific aims of the training program and in which way it proposes to make a contribution to the training area. State the problem the training program will address.

B. Scope and Method
Describe in detail the types of program proposed. Indicate also the specific instructional content, procedures and techniques which will be used to implement the program. For each objective listed in Item A above, show how the training program is intended to fulfill it.

C. Trainees
Where relevant, describe the job in which trainees will be placed.

D. Organization
Indicate the organizational structure of the staff of the agency.

E. Current related activities
Include a description of any activities currently being conducted in the areas related to the proposed program. List related grants and contracts, including amounts, funding agency and purposes. Indicate wether this, or a similar

proposal, has been submitted to another funding source (public or private) and current status of such application.

F. Evaluation

Show how the proposed program will be assessed.

The following statement was sent by the program administrator to a contracting agency after the acceptance of its program for funding:

Enclosed are five copies of the Youth Participation in Community Action Program Agreement.

ALL FIVE COPIES SHOULD BE SIGNED AND RETURNED AS SOON AS POSSIBLE TO:

Mr. George R. Roberts, Chief
Administrative Services Division
Department of the Youth Authority
401 State Office Building No. 1
Sacramento, California

All contracts should be computed to September 22, 1966, which is the termination date of our first year's grant. (We have expectations that the duration of the grant will be for three years.)

Wages for the trainees should be figured at $1.25 per hour, with the exception that in counties where the going rate for Neighborhood Youth Corps enrollees is at a higher rate. The rate in San Francisco is $1.35 per hour, in Los Angeles County, $1.27, and a few counties, $1.30. If you have any question on this, please call the Neighborhood Youth Corps headquarters in your county or call our office, and we will secure this information for you.

The rate of pay for the Community Development Aides is $2.08 per hour, with an amount for expenses. It is suggested that an additional expense account for Community Development Aide be placed at $20.00 per month, and for Senior Aides, $50.00 per month. The cost of expenses for Trainees on the job should include local car fare to assignments and an item for out-of-pocket meals (for example if they are required to supervise a group on a Saturday).

In computing the training costs for the trainees at state-wide meetings, it is suggested that an initial amount of $150 per trainee and aide be figured into the contract to include the cost of three state-wide training sessions, and if this item runs higher, this can be renegotiated at a later time, when costs are established.

You will note that the contract calls for up to 15% of direct wages paid to trainees, Community Development Aides and Aides will be paid to the contracting agency, subject to justification of these expenditures.

NOTE: In addition to the five copies of the contract, you will need to return to Mr. Roberts two signed copies of the nondiscrimination declaration form (Form 11), as well as a certification of insurance which meets the State requirement as outlined on the enclosed statement from the California State Administrative Manual, Section 1201.3. (See attached sheet)

To all private, non-profit agencies, may I call your attention to Section 8 of the Agreement, on page 4, that states you must submit "evidence that (you have) established an accounting system which, in the opinion of a certified public accountant or duly licensed public accountant, is adequate to meet the purposes of the contract."

To those agencies that have been assigned a Senior Aide, the contracting agency should initial the addenda to Sections 1 a, g, and h.

The current operating procedure with the State of California is that payments will be made to the agencies after expenditures have been made, *including the expenses to the training session including the Governor's Conference and training meeting at Long Beach February 9–12, 1966.* To those agencies that this procedure will prove a hardship on your current budget, I refer you to Section 10 of the contract, and it is suggested that a request for an advance payment be made at the time the contract is submitted to Mr. Roberts.

Each contracting agency for the Youth Participation in Community Action program shall comply with the following provision of the State Administrative Manual and provide a certificate of compliance at the time the contracts are submitted:

CONTRACTS OF A HAZARDOUS NATURE
(Revised 10/65)

Contractor shall furnish a certificate of insurance to the State with limits of bodily injury of not less than fifty thousand ($50,000) for one person and one hundred thousand ($100,000) for each accident and with limits of property damage liability of not less than ten thousand ($10,000) for each accident.

The certificate of insurance will provide:

1. That the insurer will not cancel the insured's coverage without 15 days prior written notice to the State.
2. That the State of California, its officers, agents, employees, and servants are included as additional insureds, but only insofar as the operations under this contract are concerned.
3. That the State will not be responsible for any premiums for assessments on the policy.

Contractor agrees that the bodily injury liability insurance herein provided for shall be in effect at all times during the term of this contract. In the event said insurance coverage expires at any time or times during the term of this contract, contractor agrees to provide the State Department of General Services, State Capitol, Sacramento, California, at least fifteen (15) days prior to said expiration date, a new certificate of insurance evidencing insurance coverage as provided for herein for not less than the remainder of the term of the contract, or for a period of not less than one (1) year. New certificates of insurance are subject to the approval of said Department of General Services and contractor agrees that no work or services shall be performed prior to the giving of such approval. In the event contractor fails to keep in effect at all times insurance coverage as herein provided State may, in addition to any other remedies it may have, terminate this contract upon the occurrence of such event.*

The responsibilities of contracting organizations and fiscal arrangements were stated thus:

RESPONSIBILITIES OF CONTRACTING ORGANIZATION

1. To submit a proposal for approval to the Director.
2. To select a team of five trainees.
3. To see that the trainees are assigned to responsible job experiences within their capabilities. The trainees may be assigned to projects that directly assist the agency in its on-going program, particularly if the assignments would lead to the increased skills in working with people, or to related assignments in the community. It is one of the expectations of the Project that the experiences of the trainees in this program might lead to a career in the general field of social service.
4. To select the Community Development Aide in co-operation with the staff of the Youth Participation in Community Action Project.
5. Prospective contracting agencies are asked to submit a proposal, which should include:
   A. The kinds of work experiences that will be made available to the trainees.
   B. The supervision and training experiences which will be made available to the trainees by the agency. This might be a part of the regular leadership training program of

* From California State Administrative Manual, Section 1201.3.

the contracting agency, where such a program exists, or one developed for this Project.

Inherent in this state-wide Project the formation of local Councils of Youth used will be related to the district and state-wide Councils of Youth. Each contracting agency will select one Trainee or Aide to be a member of the State Youth Planning Committee which will meet three or four times a year. His or her way will be paid to these meetings. This person would be related to the development or servicing of a local Council of Youth.

In addition to the intra-agency training, the Trainees and Aides will be expected to participate in at least three state-wide training sessions which will be of from three to four days' duration. Their travel and subsistence will be paid for by the Project, and they will be credited with eight hours a day for their participation in the training program.

FISCAL ARRANGEMENTS

The contracting agency will be responsible for keeping a record of the time of the Trainees and assigned Aide and will issue payroll checks to them. Arrangements will be made for advancing funds to participating agencies to cover the monthly outlay for the wages and expenses of the Trainees and Aides. As this Project is a training grant of the Community Action Program of the Office of Economic Opportunity, and is fully funded, no matching funds are required from the contracting organization.

A Community Action Program contract, approved by the Office of Economic Opportunity, will be executed between the California Department of the Youth Authority and each participating organization. It is expected that periodic meetings with supervisors in contracting agencies will be held and the training materials will be made available to all participating agencies as they are developed.

While this Project is funded for the first year, to September 22, 1966, the expected duration of the Project is for at least three years if satisfactory performances are achieved.

A periodic accounting of program activities and evaluation of Trainees will be expected by the Project Director, in conformity with stipulations of the Office of Economic Opportunity.

Each contracting agency will be required to conform to standards set forth by the Office of Economic Opportunity for contracting agencies.

The supervisor for the teams was designated by the agency. The trainees were high school age and from disadvantaged areas. They were to plan and evaluate as a team. The following was used as a guide to trainees and aides:

1. To develop competence in the field of community action on projects that have meaning to the trainees.
2. To assume responsibility in the job assignments agreed upon and to be held accountable for their performance.
3. To learn about other Community Action Programs in their community and to participate in these activities at appropriate levels.
4. To become familiar with and to participate in the program of the contracting agency, including the participation in their training programs.
5. To learn the appropriate steps and community resources available in the development of community action programs.
6. To gain experience in working with others, not only in their immediate community, but also to learn to participate effectively with other youth through the statewide training meetings, youth council participation and local projects.
7. To gain an overview of possible vocational choices through the opportunities afforded through the project.

The senior aides were chosen by the project administrators and served as their assistants in meeting with their area project supervisors, attending and helping at team meetings, and working with the community aide and with individual trainees as needed. These aides were college students and were essentially coordinators bringing together people, ideas and problems. Criteria for their selection were:

1. Must be enrolled in college
2. Desirable to have a major in field of social sciences: education community organization, sociology, anthropology
3. Desirable to have general vocational aim of service to people
4. Experience in group work; if possible, supervision of younger youth: camp leader
5. Willingness to read and be involved in training to supplement background
6. Experience in working in poverty area
7. Background in intergroup/intercultural relations
8. Sensitivity in field of group dynamics: capacity to draw out less vocal
9. Will be required, in youth council work, to: handle receipt and disbursement of funds; conduct meetings; keep records
10. Must be mature and able to exercise independent judgment
11. College schedule adaptable to working fifteen hours per week on project during school; up to forty hours per week when not in school
12. Supervision of two or more teams assigned to contracting agencies
13. A valid California driver's license.

Teams and aides as well as supervisors were required to make regular reports. Evaluations by all attending were made for each statewide and regional training sessions. At the close of the project, all agencies were asked to make a final evaluation and recommendations. These will be discussed in Chapter VIII. Teams were requested to keep log books showing their activities. Many of these are amazingly well done and very complete.

Considerable emphasis was put upon encouraging the agencies to give wide publicity to the work of the trainees. The following methods were used:

Television:

In television there have been four programs devoted to the project in various parts of the state. One, a full hour program devoted to the Bay Region team reports on station KTVU. This was televised during the time of the Stanford Conference, and was utilized as a part of the training at the conference. An audio tape of this program was sent to Washington, and the station is holding the video tape in the event readers of this report would care to view the program which would need the use of projection equipment in a television station.

In addition to the television programs, several events of the teams have been reported as news programs of local stations.

Radio:

Local radio programs on the project have been utilized by several teams and it was projected for the second year of the project to make increasing use of this media, both for the value of interpretation to the community the programs of the teams, but also for its training value to the participants.

Newspaper:

The New York Times carried a story on the Asilomar Conference (see appendix) and local stories on the activities of the teams were included in the reports of the teams. Two clinics have been conducted by competent newspaper reporters at two Training Conferences on the utilization of this media in community action.

One of the assignments of the third staff person requested in the second year's budget would be the supervision and production of a statewide newspaper reporting on the programs of the teams, as well as feature articles by trainees on the development of and their experiences in carrying out their projects.

Films:

The Stanislaus County Department of Education prepared a film showing their trainees working in their assignments as aides in five different governmental agencies in the county. It shows the team in action conducting the summer playground in Hughson. The film also includes footage taken by Channel 10, Sacramento, which they took in connection of their coverage of the team's activities.

The Monterey County Department of Education team made a motion picture, filmed by one of the trainees, showing a day in the life of a retarded child. One of the team's projects was working in a school for retarded children located in the city of Seaside.

It was the expectation if a second year of the project was funded to make a film on the project that will demonstrate through this media how teenagers from the impacted areas can work to carry out the aims of the Economic Opportunity Act.

One final point in this chapter, directed toward showing the organizational machinery of the project, should explain the importance of the team method of problem identification and action. The planners of the project felt that particularly with disadvantaged youth, there must be a built-in provision for individual reinforcement as a means of combating the insecurities of youth, poverty and minority status. The team structure also provided a close group for positive action in contrast to negative gang action. Since much of community action is achieved by groups working together to engage others in action for the desired cause, experience in working productively with others appeared to be a most important part of the trainees' experience.

The provision for one of the trainees to be older and somewhat more experienced, in order to carry particular responsibilities in helping the team work effectively, was also built into the project's structure as was the provision for a college age senior aide with more experience and yet near enough the trainees in age to still speak their language and engage their confidence while providing a liaison between the team and the agency supervision.

In the next chapter comments from trainees and aides will show how this organizational structuring worked to reinforce teenage action.

CHAPTER VIII. THE FIRST YEAR IS THE HARDEST!

The purpose of this chapter is to review the primary achievements, to identify some of the problems encountered, to examine appraisal statements, and to assemble the important recommendations made by outside observers, the directors, supervisors and trainees. Throughout the preceding chapters appraisal statements may be seen within the context of the agency reports, in the evaluation of training programs in Chapter IV, and as trainee statements, notably in V.

Primary Achievements

An example of an agency statement of achievements and recommendation from the final report of the Special Services for Groups, Inc. Project:

The State of California, through its delegated agency, the California Youth Authority, has shown both creativity and daring by enabling the youth of California to participate in attempts to seek out causes of youthful anti-social behavior.

SSG's total focus has been delinquency prevention. They have worked with hard-core juvenile gangs, their families and the communities in which they live. They work with the hard-core institutionalized CYA parolees and with the children who are only beginning to act out against society. The agency is convinced that youth can be helped at all stages to find constructive lives, but that many new creative ideas such as Youth Participation in Community Action must be developed to do the job.

The California Youth Authority representatives, at both the State and Executive levels, have assisted the agency whenever the need has arisen. This assistance and direction has not interfered with programs in the field. Rather, the CYA has worked as a positive force in assisting with problems. Broad guidelines laid down by the State have allowed rare latitude within which agency creativity could and did flourish.

Both Victor Mack, Southern Region Project Director, and Thomas Rowe, the Director and Coordinator of the Northern Region, have shown rare understanding in demonstrating the skills needed for joint administration of programs by State and private agencies. Consequently, the program yields have been positive and almost without waste in time or materials. If the program is continued, it should include provision for supervision within the agencies.

It is hoped that this important program can be refunded for the coming year because:

(a) Its focus is aimed at the root of delinquency prevention.
(b) It has given "hard-to-reach" youngsters both work and learning roles through active participation which in turn can have a positive bearing on whether or not they go past high school and on to college.
(c) There is a strong possibility that many may return to their communities as social workers, deputy probation officers, etc. This could cut in half the time needed for the middle-class oriented social worker to become operational, as these youth will already have the tools and skills needed on arrival in their respective communities.

The agency evaluates and recommends the program as top priority if actual need is criteria for its continuance.

From the Neighborhood House Project directors to Mr. Cal Sandifer, Grants Section OEO/CAP Training, Office of Economic Opportunity:

During this past year, Neighborhood House has been fortunate in having a Youth Participation in Community Action Program with a team in North Richmond and one in South Richmond.

Our youth were in real need of such a program as it afforded a structure wherein they could begin to put their hopes into action. The training aspects of the program sharpened their tools for action. They were able to articulate the directions of their work and see the connection between what they wanted to do and what they could do. In no time at all under the impetus of YPCA opportunities, their efforts to improve school relationships jumped into high gear with the school personnel offering their support and congratulations for the youths' efforts toward improvement of the schools.

Within the community, YPCA youth have taken leadership in bringing together youth to co-operate with the Richmond Human Rights Commission and Recreation Department in developing an integrated Teenage Center which the youth themselves could operate and maintain. A County-wide youth council is led by the YPCA members.

Within the immediate community, YPCA members have led the Youth Community Beautification Program. Under this program, assistance has been given to recreation programs within the neighborhoods.

One of the major aspects of the programs which has emerged with YPCA training and experience is the increased interest in, and implementation of integrated program.

This demand for integration, coming partly from experience in training sessions, has borne fruit in the many local conferences the YPCA youth attend and in the efforts toward community improvement such as the Area School Conference, the School Negotiation Committee and the Teen-Age Center.

Neighborhood House looks forward with great hope to the continuance of the YPCA program. We appreciate any consideration you can extend to us in this matter.

After the 24 agency projects were underway, Mr. Andrew R. Curtin, newspaperman and author, was asked to review the progress of the Youth Participation in Community Action Program and report his findings. He was able to interview most of the project supervisors, aides and a number of trainees and was an observer at the Asilomar Training Conference. His report included this statement:

Even at this early stage of what is, in essence, an experimental pilot program, the results have been encouraging beyond all preliminary expectations and the project's achievements, measured by the all-too-simple yardstick of accomplishment related to dollar expenditure, probably exceed those of any other program under the 1964 act. There are a number of factors in this success, among the most significant of which are: (1) the high quality of dedicated leadership on the part of team supervisors; (2) the enthusiastic and remarkably intelligent response of the high-school-age trainees selected for participation in the program; (3) the cooperation of dozens of social welfare organizations which are not formally affiliated with the program, but whose members have recognized the merits and potential of the program; (4) the minimal administrative overhead, which, in fact, should be enlarged if the program is to realize its already promising possibilities.

Dr. Catharine V. Richards, special consultant to the chief on youth services, Department of Health, Education and Welfare, in a letter to the project director, October 27, 1966, said:

Thank you for sending me copies of Statements Made by Youth Participants in the Project. What they had to say confirmed my estimates of the potentialities of such experiences for:

developing identity;
becoming aware of how a democracy works;
feeling competent as useful members of a society;
gaining understanding of the citizen roles and functions;
learning respect of self and others; and
becoming sensitive to and capable of acting on social problems, etc.

A letter from Dr. Kenneth Zike, chairman, Mental Health Committee, California Chapter, American Academy of Pediatrics, southern section, sent the following appraisal to Sargent Shriver:

I had the opportunity to attend the California Council of Children and Youth held at Yosemite National Park on October 7–9, 1966. At this council meeting I became acquainted with the Youth Participation in Community Action Program sponsored through your office and would like to let you know of the real impact which this program has had in California.

After considerable discussion with the adult and youth participants who are involved in the program throughout the State of California, it is my feeling that there, at last, is a truly constructive and effective approach to the inter-racial, employment and school drop-out problems which have been so destructive to "The Great Society" which we are all striving to achieve.

The dynamic effectiveness of this unique grass-roots activity has been startling in many communities; Watts, Hunters Point, Stanislaus County and Riverside County, to mention a few specific areas, have felt the positive benefits of the program. A specific and typical example is that of the North Richmond area where the Youth Participation in Community Action group very recently averted a school boycott by minority groups by arranging for a meeting between the city and school officials and the minority youth and adults. At this meeting a list of grievances was presented, discussed and mutually satisfactory solutions reached. This is only a single example of many which could be given, but serves to demonstrate the good being accomplished by the Program.

Because of this I would like to request that the most positive consideration possible be given to renewal of the supporting grant for this program in California. The current project director is Mr. Tom Rowe.

I would add this is a completely unsolicited comment and is in response to my own dismay when I learned that the project has not a fund renewal for the next year.

The YPCA program was described at an evening panel of senior aides in attendance at the annual conference of the California Council on Children and Youth at Yosemite Valley, October 1966. A senior aide who spoke on this panel reported his remarks in this way:

I asked the audience to understand that YPCA has yielded a fruitful reflection on the manners in which youth can shoulder responsibility unprofessionally, for their fellow youth's welfare throughout the state.

The key to YPCA is "demonstration," for each of the more than twenty-four teams is able to show how youth can become involved and alleviate his immediate community problems. An equal contributing factor of YPCA success, I stated was the "influence" of the Project among all the Aides and Trainees. The *Before* and *After* is quite vivid in the changed character of our youth. It is through participating as a team and by training sessions among teams that the youth have developed themselves concurrently with self-reliance and determination. In all, I stated to the listeners the same as I have said before and what I saw evolved.

It was a great opportunity to be at Yosemite to share knowledge on the Project. Too, it was fortunate for myself to be present on the panel. I was at Yosemite for my benefit in participating in conference discussions.

Vicki Coble, a senior aide for the Stanislaus County project, made this final evaluation of the YPCA project, February 7, 1966, through September 30, 1966:

What is going on in California amongst the youth? Can youth actually do anything, except talk? I was fortunate to attend the Governor's Conference on Youth, Northern Section as a representative of my college. I was impressed and wanted to do something more than talk, but by January I didn't think there was much more I could actually do. I was working with the newly formed Stanislaus County Youth Council (SCYC), but still mainly talk was all that was done. When Mr. Ross, adviser to the SCYC called the school and requested I make a special effort to be at Tuesday's meeting, I wondered, "Why?"

The YPCA project sounded like the answer to my wanting to be of service in the community and actually take a part in proving that youth is capable of being of service, of learning, and of contributing to the well being of the community whether it be within the local community, at the county level or statewide. YPCA, is in our case local and at the county level, by being part of a statewide network of projects it is finally viewed as a contribution of youth to the youth and adults of the state.

It is quite an experience to be considered responsible enough to supervise five girls, not much younger than oneself. The trainees were each unique in personality, abilities, likes, dislikes, appearance. Previous to leaving for the first statewide training conference in Long Beach I met the girls for about ten minutes. Being together for several days, in a relative informal atmosphere made an establishment of relations with the girls much easier. I became their friend as well as their supervisor, and after this there were fewer problems than there could have been had not the project began with the conference. Upon returning from Long Beach the long process of clearing through red tape began. The agencies of the Sheriffs Office, Welfare, Hospital and Probation were ready for the trainees to go to work, but the Board of Supervisors had to approve the project. Finally around the first of March work was ready to commence.

For myself meeting agency heads and finding out about their work in general and specifically some of the kinds of assignments the trainees would be given, was an eye-opening experience. I didn't know a thing about Welfare, the Sheriffs Office seemed in the past a place to be avoided, and I didn't even realize the Hospital had a Social Services agency! These new experiences continued to play a major part in the development of our project. Outside speakers for the in-service training programs filled in gaps for the whole team of social work in general, specific assistances offered by Welfare, the county health nurse talked of prevention, and the adoptions agency emphasized the plight of a young child without a home.

Another learning experience was the so-called "gripe sessions." These were held once a week with only the trainees and community aide present. The purpose of these meetings was to maintain a line of communication at a relatively informal level so that the trainees would feel free to talk about anything—critically evaluating their positions and work, real-

istically looking at the situation and not having to say something just to please an adult that might be present. A discussion group technique proved the most effective method. The sessions usually began with a brief report from each girl on the past week's work, this was so that each girl would be able to talk. In a given group it seems that one or two tend to dominate and always carry the conversation; by each being allowed to talk in turn, I felt this problem would be partly eliminated, and it was. The reports usually brought up topics that could be discussed further according to the team's consideration of their importance. Sometimes there was method in our madness as in the discussion of welfare assistance: "Let's do away with it" . . . Usually myself as the aide would take a completely opposite view and argue it to allow the girls to think out the questions for themselves and defend what they claimed to believe. By the re-examining of thoughts, it seemed apparent that they would be better equipped to defend their beliefs in another situation where the group might be completely hostile. The informality of the situaton allowed, too, for the trainees to get to know one another and better learn to work together for a common goal. For myself the sessions proved invaluable as to learning about the girls and how best to work with them to promote their talents and abilities. If disagreement did occur, it could be ironed out, and then when working as a team we would have a united front. The aspect of being a team really helped—for not only were we working together for a common goal but we had a reason for doing so and a method agreed upon by all, which made the task a lot easier. I believe the trainees felt that the project was as much theirs as it was the contracting agency's, for they soon realized that the decisions that were made as a team were respected and usually accepted by the Supervisor as the way things were to be done—if it succeeded, great, if it failed, then the team learned, but the decision was always theirs to make.

Generally, YPCA seems to be a project that has the potential to inspire youth, use their abilities, and to teach them about their communities. It can make them aware of their responsibilities, allow them to become an integrated part of their community by allowing them to work with adults and the youth of their community. The leadership development offered in the purpose of the project was well exemplified by the trainees in our project, and I believe that the statewide and regional meetings were especially valuable. In February it was a difficult task to face the small group that was assembled. At Asilomar, the full chapel for an audience didn't seem quite so bad, really, and it was a lot easier. Our regional conference at Sacramento was a cinch, small groups again, but the main thing, no matter how big or small the group, theirs was a certain kind of confidence that comes from past experience. The girls working as recorders and discussion leaders were helped to develop certain skills, especially learning to listen critically and evaluate, also to be objective and fair when leading a group. The potential leadership might have gone untapped in this group of trainees had not they joined the project. One of our trainees is now a student body officer, when in February she would probably have scoffed at the idea. In others leadership ability was realized, but not fully utilized. The quiet girl who was competent learned to forcibly say what she had to say and became more aware of her role in the community. The "natural leader" who did everything, but wasn't really responsible learned the meaning of taking responsibility and finishing what she started. Also this same girl learned that one must be able to take orders as well as give them, a hard task to learn. Finally, one girl who was popular, somewhat outgoing, changed to a leader, but one that could lead without an obvious label of being the "leader."

Three of the trainees are now in college—eager to do well so that they might go on in their chosen careers—Probation officer, Lab Technician, and law enforcement. Another trainee is still in high school—working to pick up the necessary units to go on to college—not just to be a secretary, but with hopes of a meaningful career helping other people.

As I continue in college I'm not sure exactly what I want to do. I have come to the realization that I can help people and that I want to help them. In evaluating my own growth and change I feel that YPCA has helped me to be able to take a task and responsibly carry it out to completion. Tact, psychology and thought have been a necessary part of my work. Tact in handling certain situations; psychology in working with the individual or group; and the necessary thought required to develop an idea into an actual working project.

The employment of community development aides and senior aides proved to be a valuable part of the project and all have been assisted in continuing their college education through employment in the project.

Trainee evaluations make up the entire content of Chapter V. The following achievements and trainee evaluation of two team experiences provide more evidence:

Thursday, June 23, 1966

We went to a meeting of the San Francisco Human Rights Commission tonight. It was held in the Mission district in order to give the people of that area a chance to see what the meeting was like and also to give them an opportunity to voice their opinions and grievances. Unfortunately, not enough members were present to form a quorum for the meeting. Consequently, the time was spent by the audience voicing opinions/criticisms while the commission recorded it on tape for all the members to hear at a later time.

The trainees seemed to enjoy the meeting very much. At first, the meeting was quite boring to them, but their interest grew as the topic turned towards redevelopment since in some cases this might effect where they themselves will live. Also the topic of employment in the area attracted their interest.

We were able to see basically how the commission operates and also the trainees became much more aware of the many different organizations *within* the community which were also organized for the prosperity of the community. The trainees later commented that they had not been aware there were so many merchants, etc., who were interested in the community. One of the most worthwhile evenings we have spent together —or ever could.

Wednesday, June 29, 1966

This evening we practiced the techniques used in interviewing for a survey. Before the actual practice began, we learned the proper form of telephoning for an interview. The trainees interviewed a young lady, Miss Karen Lones, from the telephone company, who does interviewing for the telephone company. She was extremely helpful in the tips she gave the trainees. They themselves felt they had learned a great deal from the practice. Miss Lones helped further by taking on various personalities the trainees might encounter when phoning: (i.e.: apathetic, interested, etc.), in order to let the boys attempt to cope with different personalities over the phone.

We also practiced interviewing in a person-to-person manner, as we would in a door-to-door situation.

During this first year, the project had representation on the California Council of Youth by four of its aides. Greater participation was planned for the second year in order to share the views of youth from the poverty areas with those from middle class areas who have largely composed the membership on most of the local youth councils.

In every case, the agencies urgently requested the funding of their teams for a second year. Also with-

out exception all final reports on this project stated its *primary* achievements lie in the enhanced feelings of self-worth and personal ambition on the part of the trainees. Important also are the valuable contributions made to the communities in which projects were funded, not the least of which was a positive change in youth attitudes in poverty areas toward law enforcement personnel and procedures and the revelation to adults of the contribution teenagers are capable of making to self and community improvement.

YPCA contained one feature that made it quite different from the NYC or MDTA or the usual job training programs that are focused on training a nonmotivated or unskilled person how to become employable, how to find a job and become acceptable to an employer. It may have also contained these elements, but what made it more significant was this added factor:

Under the guidance of the most skillful social group-work adult agency and with support of slightly more mature members of the peer group, a young person was given the opportunity to examine and test the functioning of his community. He had the support of a "team" of other young persons of his own age and background. This small "team" of four or five worked intensively together on a goal of their own selection, generated active discussion, planning, testing and analyzing the causes of success or failure of different methods, and organizing a report or presenting the story of their achievements to a larger group.

The opportunity to meet with teams from other neighborhoods and communities had a profoundly stimulating effect upon all of the participants in the project, both youth and adult. Whether or not the sessions were structured made little difference. The main exchange and most intensive learning experiences occurred spontaneously due to the great desire to "communicate" with one another.

Problems Encountered

The major difficulties encountered early in the project related to the mechanics of operation; for example, the problem some agencies had in complying with all of the regulations for funding. Another factor was the time lag caused by necessary approval of contracts by the Department of General Services of the State of California after approval by the Department of the Youth Authority.

State and federal regulations, the different operational machinery of the 24 agencies, coupled with the inexperience of these agencies with such contracts caused delay in the final approval. Thus the project was handicapped by a five-month late start. With such a short period of operation the difficulties of the tooling up process are likely to loom out of proportion to the gains. These factors caused great frustrations, insecurity of both staff and trainees and the strain of forcing a totally new program into an old and rather inflexible government system. This project was a continual obstacle race with a series of budgetary and report deadlines that had no relevance to the highly sensitive human problems and tense intergroup relationships which were the *real* purpose of the project. The gap between expectations as to pay, expenses, and such bread-and-butter issues and the actual facts should have been enough to cause complete demoralization. The delay in funding and in the small business details which were not understood by the youth should have caused them to become completely skeptical of the whole project. It did have this effect on some team members who dropped out. The amazing thing is how long they tolerated these frustrations. The local agencies bore much of the burden of trying to reassure the youth about the eventual keeping of promises. This kind of strain should not be a part of such an attempt. This can be avoided with a preliminary planning grant, an adequate tooling-up period and an extremely flexible sponsoring agency.

In some projects the role of the aides was not made sufficiently clear to them nor to the trainees.

An overall plan for evaluation of the project and followup of the trainees to assess change was not structured at the outset.

Many of the teams engaged in trying to form councils of youth in their respective areas. In Los Angeles County one of the objectives of the team funded through the Department of Community Services was the establishment of a series of councils of youth federated on a countywide basis. This was not possible due to the large area, the inexperience of team members with such a short training period. It was hoped that, as local youth councils are developed in the poverty areas, they can be related to a statewide network of youth councils through the California Council of Youth. Ways to achieve this kind of youth participation are yet to be found. As this report goes to press, added encouragement for this plan has been given by the Rosenberg Foundation in a grant for secretaries to visit local councils of youth and provide scholarships so some young people from special areas served by the Youth Participation in Community Action Program may attend meetings of the State Council of Youth.

During its February meeting at Asilomar the California Council of Youth accepted a recommendation formulated by Irma Brown and a committee of young people commending devoted communication and service of the trainees of this project. The committee composed of the young people who participated in the project concluded:

1. It led to the development of additional youth councils throughout the state.
2. It provided further job opportunities in the community.
3. It served as a channel of communication at a local level.
4. It was instrumental in constructive community changes.
5. It helped in creating a better understanding among youth in their own communities.
6. It provided a program wherein youth was directly responsible for planning and implementation.
7. It was also constructive in leading to many personal changes of the participating youth.
8. It demonstrated that the people of a community are equipped to contend with some problems of their community better than trained professionals from outside.
9. Adult resources were cooperatively shared with youth in the project. A very important aspect of the program is that the youth matured along with a developing project in a staff of professional atmosphere as young adults. With the cooperation of adults the youth were given the responsibility to succeed or fail and the white power structure was made a real visualization.

Appraisals and Recommendations

A letter from the Stanislaus County Probation Department evaluates trainee achievement:

In appraising the California Youth Participation in Community Action program the following impressions come to mind.

The two students participating under the program in this office appeared to be most capable individuals. They were intelligent, alert, poised, and well groomed. They would be a credit to any firm or agency.

As to individual participation, they had a chance in a "real life experience" to be exposed to a specific area or work experience. This should be invaluable for the student in making a choice for future education and endeavor.

The supervising office also received an unmeasurable amount of benefit from participation. The greatest benefit was from a teenager observing the functions and relating it to their peers. This had removed much suspicion and skepticism and replaced it with trust and knowledge.

I am sure there are some negative aspects to the program; however, as we learn from experience and overcome our errors, it will improve. I believe that this demonstration project has shown more than enough merit to be continued and would recommend that there be positive consideration toward furthering a like project.

Summary and recommendations from a project supervisor:

First, it is interesting to note that of the ten original team members, only one was terminated. Three went to college, one was employed as a Recreation Leader with the Oakland Recreation Department, two were forced to leave the program because of the age and school requirements of the project, three stayed with the project through December 31; and I am pleased to report all three have been employed as Recreation Aides with our Department. There were many problems associated with this program, and I would like to elaborate on a few of these.

The work load and job requirements of a Project Supervisor is not realistic. That is, a person in a District Supervisory position in this Department does not have the time within a 40-hour or even a 50-hour-a-week work schedule to devote to this project. I found myself working nearly 350 hours over my regular work time during this project. The only compensation was the satisfaction I gained from the experience.

Another weakness in the project is the red tape which is involved in federal and state programs, compounding this red tape certain limiting Department policies. For example, a 15-year-old could not be involved in the program because of the stipulation that an Aide may not be under 16 years of age. An attempt to program at St. Patrick's Church in West Oakland was stymied somewhat by the policy of a City agency being involved in parochial school programs. These, compounded with contract problems and reimbursement for training expenses, made the job very demanding on the Project Supervisor as well as Payroll, Personnel, and last but not least, the fiscal structure of the project.

Recommendations

I would recommend first that this type of project with its recruitment methods, objectives, goals, and flexibility can be a great contributor to the Oakland Recreation Department. However, more time needs to be spent by the Project Supervisor and other team members in completing work tasks. The program needs to have independence from the rigid Department policies. I believe the project has been beneficial to the Oakland Recreation Department. It has brought a great deal of credit to us on a state, local, and national level for we are the only Recreation Department involved in this program. As Supervisor, it has been a real experience for me in terms of the knowledge I have gained and the growth that I have observed in team members. I would certainly be happy to give details on the project, and I also have access to films, tapes, and other media which could further explain the program to you. (James G. Battersby, Supervisor of Recreation, District II)

A reply by a community development aide to an evaluation questionnaire:

1. I participated with the South Central Area Welfare Planning Council agency team.
2. Each week I typically worked on the following tasks:
   Each week my responsibilities at SCAWPC were to keep time on each trainee. Also tried to be of assistance to the agencies which they were assigned. I would take field trips to observe at the agencies what each individual was doing. If they were any problems confronting them or their agency supervisor, I tried my best to help.
3. I believe that the following goals were attempted and/or accomplished by my work: During these past few months I learned everything about YPCA. Its purpose, function, and what it stands for.
4. The value of my role in the Youth Participation Project was very relevant interesting. I felt wonderful to work with the trainees and observe their work. In being an aide this summer made me wonder some importance of what I was to do. The responsibilities I had, the deadlines to make, etc.
5. What I gathered most from YPCA was: The agencies to which the trainees were assigned. I learned and observed all the different jobs, tasks, in each particular agency. In each agency so many things were happening. And every agency varied in its own way. It was a very great value to me for I have always wondered what social work was all about. During summer it made me think twice, that social

work is a great field to be in and during this summer I had satisfaction.

A conference evaluation by one of the trainees:

I though that the conference was a great success. This was due partly to the fact that it was a regional conference. I found that we had much more in common with each other than we did at the other conferences, and I thought that everyone felt much freer to express their opinions and contribute to the discussions. Also the problems that we discussed pertained to our own problems more. Again I feel that this was because we were at a regional conference and had much more in common.

Despite the success of this conference, I feel that something was lacking at Sacramento. I missed most the hearing of the problems and situations encountered by the other teams in the Bay area and in the Southern part of the state. I've always enjoyed hearing about the views and opinions of the other kids, and I've learned a lot by just talking with them. I also think they contributed to the excitement and enthusiasm, and encouraged us with a lot of spirit.

I thought that the interviewing groups were by far the most valuable part of the conference. Besides giving the kids practice in interviewing techniques, it gave them valuable practical information that can both help them in their projects and in later life. I thought the discussion groups were fairly good too.

My suggestion would be concerning the structure of the conferences. Considering that both the regional and state-wide conferences have their good points, I think it might be a good idea to have a state-wide conference in a central meeting place but, on occasion, split into regional groups in order that we might gain the benefits of both types.

One very good aspect of the project was its plan of subcontracting with local skilled agencies (whether public or private nonprofit voluntary groups) to carry the responsibility of day-to-day local supervision of the teams. This accomplished several objectives:

a. It kept the base of the project close to the grassroots, and made sure it was relevant to young people where they lived, facing their own day-to-day problems at home.

b. It provided supervision of professionally trained adults who were already familiar with local community characteristics.

c. It strengthened local agencies' capacity to reach out into areas possibly untouched before and it brought into their sphere young people who needed the services they had to offer.

The goal of providing a "bridging" operation across the "tracks" among youth in each community was pursued rather unevenly. The original concept of integrated teams of both "poor" and "affluent" youth was obstructed by the nature of the legislation and the requirement that the project be only for the "poor." The council of youth was able to supply some participants at the statewide workshops and training sessions. There appeared to be little lag in the desire or the ability for the two groups to communicate easily. Several reports indicated an intense interest in pursuing this "mind-stretching" dialogue between the very fortunate (economically) and the very low income. There seemed to be much less bitterness about the affluent being hypocritical or "phony" among youth than among adults. The academic or professional adult occupying a leadership role was frequently challenged by the poor youth as being blind, insincere, unaware, but mainly just plain irrelevant. This was not a race issue but partly an age or generational issue. Perhaps this is quite natural and nothing new.

The appraisal and recommendations made by the Governor's Advisory Committee on Children and Youth submitted to the Governor by Miss Helen MacGregor, chairman, liaison committee, YPCA, follows:

RESOLUTIONS ADOPTED BY THE GOVERNOR'S ADVISORY COMMITTEE ON CHILDREN AND YOUTH MEETING IN LOS ANGELES ON OCTOBER 20, 1966, RE: YOUTH PARTICIPATION IN COMMUNITY ACTION CAL-CAP 66-9387

THAT the Governor's Advisory Committee on Children and Youth recognizes the outstanding success of the Project both in services given by the teams in communities throughout the State and in growth of individual team members and urge in every possible way the continuance of the Project.

Miss MacGregor's personal recommendations growing out of her experiences as chairman of the liaison committee for the project follow:

The true evaluation of this project cannot be found in the words of an observer. It lies in the ambition and enhanced self-worth of the boys and girls growing out of their experience of service. The success of this project suggests the widest possible use of the concept as a method of discovering the ability of youth through appropriate training and service. I recommend that every effort be made to establish the project again in California with different financing and commend the pattern to other states. I also recommend that similar projects be established on a community basis.

The assistant project-directors proposed these points for the "phase-in" period:

Rather than engage in any lengthy discussion or explanation of the administration problem encountered in this project only indirect references will be made to them in the recommendations for future operations.

As indicated in an earlier chapter the position of administrator of the project was at a divisional level in the Department of Youth Authority and was responsible directly to Mr. Heman Stark, Director. The project administrative staff were civil service status and hired through competitive examination. There has always been some discussion as to the advisability of the project administrators being located in government with its requirement of rigid accountability. Or should it operate as a private agency which would allow for greater accounting flexibility. Although the rigid accountability by government certainly presented some handicap in the project's expenditures of funds, the vast resources of the State that were utilized by this project in accomplishing it's goals more than offset this handicap. This handicap could possibly be further reduced by placing the accountant in the office of the project administrator. In the current operations he is located in the accounting office of the Department of Youth Authority.

The most essential experience gained from this project was one that nearly wrecked the project. It is essential that there exist an initial phase-in or lead time which allows for administrative organization, prior to the hiring of first trainees. During this first phase-in period the following must be achieved.

1. The recruitment and hiring of the project administrative staff.
2. Development of the contract forms and its approval by state and federal government.
3. The selection and appointment of the members of the training advisory board.
4. Publication of the project, evaluation of proposal and agencies.
5. The completion of a valid contract between the three parties involved.
6. The development of a training program design by the project administrators and the training advisory board.
7. The project administrative staff should develop:
   (a) The administrative areas of responsibility of each administrator.
   (b) Purposes and goals.
   (c) A manual of fiscal and accounting procedures.
   (d) The criteria for selection and hiring of trainees.
   (e) A training schedule (date and locations).
   (f) Develop and establish a method by which the project is to be evaluated.

The most critical problems in the first phase appears to center around the contracts. The time needed to develop a legally satisfactory document for the governmental agencies involved and its processing through of the various agencies will be the most time consuming element of this first period.

The second phase consists of the hiring of the trainees and the augmentation of the program of agencies proposals. This second phase, if possible, should roughly parallel the school year. The third phase of the project program parallels the summer months. For this phase advance planning is necessary. In that the summer months allow for nearly full-time employment (30 hours per week) therefore new contracts must be completed and augmented budgets must be submitted.

A resolution passed on January 26, 1966, at a meeting of the YPCA training advisory board makes a creative recommendation for secondary school action:

WHEREAS the teaching of social studies in the public schools ought to help students to become competent, responsible and active members of the community, and

WHEREAS the summer school offers an opportunity for a modified, experimental course,

THEREFORE, be it resolved by the Training Advisory Board of the Youth Participation in Community Action Project that the public secondary schools operating summer programs offer a course in which students working under the guidance of an especially qualified teacher and using the community itself as a laboratory would:

1. Assess the community facilities that serve youth;
2. Explore those needs of youth that are not being served;
3. Help to set up ways to meet those needs;
4. Investigate ways in which youth can participate in community functions; and
5. Take an active part in community affairs.

In the process of their investigation and of their increased participation in community activities, these young people would be opening new channels of communication between members of the community, and particularly, helping to remove the barriers that divide the youth population.

The Rev. Larry Ulrich, who made a study of youth-adult participant work for the National Council of State Committees for Children and Youth, states:

Since only half of our states have youth participants, we have room for expansion and opportunity of using the potential resources of the intelligent approaches of youth. These youth should be selected by uniform standards; have access to staff facilities and adequate opportunity to conduct a meaningful program. I have nothing but the greatest respect for the character of these people from coast to coast and border to border with whom I have worked during the past few years and I see youth participation on state committees as an innovation in the space age, involving youth with youth problems.

Finally, there were general and vehement recommendations that this project be funded, continued and extended in California as well as in other states; that it be organized under sponsorship providing maximum flexibility of operation, that a six-month planning grant be provided to put the project together before the program is begun and that continuity be guaranteed by establishing it as a permanent program rather than being set up on a year-to-year basis, that it might be more effective as a minimum school term and a full-time summer program; that its focus always be on helping the participant to help himself; that in California it be related to the Governor's Advisory Committee on Children and Youth and the California Council on Children and Youth; that it be geared to the development of a network of statewide youth councils; that a strict means test be avoided to permit youth of the neighborhood and of borderline economic advantage to work alongside those who clearly would be eligible for any kind of poverty test; that an overall plan be established at the outset for all aspects of evaluation, conservation of findings, training programs and that the findings of such projects be printed and distributed to others interested; that a better mechanism of enabling government to contract with small local "grassroots" agencies whose knowledge and experience with poor neighborhood youth is invaluable to the success of such work, but whose finances are generally weak, providing an added supervisor rather than overwhelming regular staff, thus rendering them incapable of doing the services intended.

Listen, Everybody!

In the January 15, 1967, issue of the Los Angeles *Times* a full page article by Paul Weeks, just returned to the *Times* staff after a one-year leave of absence to serve with the Office of Economic Opportunity, is headed "War on Poverty—There Can Be No Surrender Now—The Affluent May Not Know It, but the Idea Has Caught Fire." This project makes clear that the idea of youth and adult cooperative endeavors has indeed caught fire! It must go on for both individual and community development. Local and state agencies, private and public, must provide training for youth paid or unpaid in ways to take responsible action for self-improvement. To combine this training with the need of youth to earn has proved to be, as this report shows, an unusually effective design to enhance self-esteem as well as spur ambitions for continued education and feelings of responsibility for community action.

APPENDIX

YOUTH PARTICIPATION IN COMMUNITY ACTION CONTRACTING AGENCIES—1966

Shasta County Community Action Project
P.O. Box AV, Redding
(916) 241-7631
Mr. Ed Warren

Oakland Recreation Department
1520 Oak Street, Oakland 12
(415) 273-3694
Mr. James Battersby

San Antonio Area Youth Project
1855 Fifth Avenue, Oakland
(415) 536-9685
Mr. William Parr

Neighborhood House
1595 North Jade Street, Richmond
(415) 233-2656
Mrs. Mary Williams
Mr. Edwin "Red" Stephenson

Mount Diablo Y.M.C.A.
1537 Sunnyvale Avenue, Walnut Creek
(415) 934-9070
Mr. John Price

Bayview Neighborhood Community Center
4701 Third Street, San Francisco
(415) 285-0200
Mr. Harold Brooks, Jr.

Buchanan Y.M.C.A.
1530 Buchanan Street, San Francisco
(415) 931-8720
Mr. Yori Wada

Canon Kip Community Center
Eighth and Natoma Streets, San Francisco
(415) 861-6801
Mr. Tony Lugone

Red Shield Youth Association
95 McCoppin, Box 3846, San Francisco
(415) 431-4341
Mr. Jack Wolf

Economic Opportunity Commission of Santa Clara County, Inc.
40 North Fourth Street, San Jose
(408) 298-3977
Mr. Louie Barozzi

Monterey County Office of Education
132 West Market, Salinas
(408) 424-0655
Mr. John Peshkoff
Mr. James Stefan

Stanislaus County Department of Education
2115 Scenic Drive, Box 1697, Modesto
(209) 524-1251 ext. 8034
Mr. Jack Ross

Trinity Street Opportunity Center
544 Trinity Street, Fresno
(209) 266-7869
Mr. Odell Johnson

Catholic Youth Organization
1400 West Ninth Street, Los Angeles
(213) 385-7211
Mr. Jose Vargas
Mr. Ed Fimbres

National Conference of Christians and Jews, Inc.
3335 Wilshire Boulevard, Los Angeles
(213) 385-0491
Mrs. Nancy Trask

San Fernando Valley Area Welfare Planning Council
14428 Hamlin Street, Van Nuys
(213) 785-8861
Mr. Sharon Hatch

Los Angeles Times Boys' Club
2635 Pasadena Avenue, Los Angeles 90031
(213) 221-9111
Mr. John Tutak

Special Services for Groups, Inc.
Suite 207, 2400 South Western Avenue, Los Angeles
(213) 731-0666
Mr. Chester Wright
Mr. George Nishinaka

Department of Community Services, Los Angeles County
701 Old Hall of Records, 220 North Broadway,
Los Angeles 90021
(213) 628-9211 ext. 63334
Mr. Pete Scott

Community Planning Council
118 South Oak Knoll Avenue, Pasadena
(213) 792-5141
Mrs. Barbara Madden
Mr. Duane Crummett

South Central Area Welfare Planning Council
701 East 88th Place, Los Angeles 90002
(213) 758-4189
Mr. Tom Owan
Mrs. Vivian Truly

Los Angeles Federation of Settlements and Centers
(Teen Posts)
4408 South Main Street, Los Angeles
(213) 232-2411
Miss Lupe Anguiano

Community Settlement Association
14th and Bermuda, Riverside
(714) 686-6266
Mr. Ronald DeVoe

YOUTH PARTICIPATION IN COMMUNITY ACTION—CLINIC SESSION

Asilomar Conference, April 5, 1966

TWENTY QUESTIONS

(Suggested by aides from teams)

Locations	Topics	Leaders
	1. The question of the project's continuation through the summer.	
	2. Connection with the youth council network.	Roy Votaw
	3. Communications with police.	Eugene Simmons Nancy Trask
	4. Communication with adult leaders in the community—how to make them aware of problems.	Marian Rowe
Chapel	5. Training youth on how to talk to each other between economic and social levels within a community.	Vivian Truly
	6. Figure out ways we can relate to community and community relate to us: provide direct liaison.	Odell Johnson
	7. Interest girls in self-improvement.	Christine Johnson
	8. Open up high school students to see beyond their own high school problems: to extend the scope of the trainees.	Bryce Schurr
	9. How to create civic awareness.	Mary Williams
	10. How to work with high schools to get their cooperation, as in dealing with dropouts.	Ross Hancock
Viewpoint	11. How to encourage public relations in schools with minority groups; teachers interested in majority.	Oreitha Eggleston
	12. Problem of what to do with junior high girls expelled from school who cannot attend school or continuation school.	James Battersby Ecouia Jones
BBQ Pit	13. To make remedial programs interesting to students. They tend to drop the student down a couple of grades from where he left off school, and this is discouraging.	Clark Robinson
Chapel—Front	14. Must get away from labeling this project specifically for "economically and culturally deprived," as this is a repellent.	Myldred Jones
Chapel—Rear	15. To make a transition between junior and senior high.	Kay Richards
Viewpoint	16. In schools there is a lack of direction toward average students; everything is geared to high and low students. Many average students dropping out because there is no direction for them.	Jack Ross
	17. Interference of outside groups—black nationalists in community.	
Flag Pole	18. In Teen Post some boys bring trouble with them and carry younger boys with them. Teen Posts are supposed to help those people in trouble. Should they include these boys or not? If not, what would they do?	Louis Gothard
Adm. Building Fireplace	19. Arts for leisure time.	Marcia Perlstein
Pine View	20. Middle class people unaware of community problems. How to get them involved?	Thomas Rowe

The New York Times.

SUNDAY, APRIL 10, 1966

MINORITY YOUTHS SCORE THE POLICE

Parley on Coast Provides an Outlet for Grievances

By Lawrence E. Davies
Special to The New York Times

PACIFIC GROVE, Calif., April 6—Negro youth from tinderbox areas like Watts, West Oakland and Richmond helped demonstrate here for the last three days an unusual project that is counted upon to help avert violence in poverty-marked districts of California.

Joining them in discussion and debate were Mexican-Americans from East Los Angeles and East Oakland and "Anglo" of California communities from Redding in the north to Riverside and Los Angeles in the south.

Through the discussions ran a thread of criticism aimed at police departments, although one teen-ager suggested that children of minority groups be taught from early grades to understand law-enforcers.

However, all participants emphasized the need to keep communications open between youth and the decision-makers in the community.

Delegates from Watts, the South Los Angeles community battered by rioting last August, stressed one feeling when they said:

"They [the police] bully you."

An Oakland youth remarked that he had been stopped by a policeman who yelled, "The speed limit's 25, not 41, you young punk."

Skepticism and Applause

A Watts youth voiced skepticism at some of the statements by Inspector Eugene Simmons of the San Francisco police department, who reported that 25 hours of training in human relations was given to the police in that city last year by direction of Chief Thomas J. Cahill. Inspector Simmons said he was "the first to admit" that some of the conditions complained about existed. He was warmly applauded at one session.

The series of workshops and clinics ending today at the Asilomar Conference Grounds constituted part of a one-year, $286,000 program conducted by the Office of Economic Opportunity.

The tentative results of California's experience, which Federal observers said showed the program to have "a tremendous potential," will determine whether it will be continued next year and whether other states may be brought in.

There was a marked absence of hostility among youths of different racial and ethnic backgrounds.

Twenty-four individual projects are being operated by 22 teams. Each team has a maximum of 10 members, each of whom works up to 15 hours a week at $1.25 to $1.35 an hour.

Some of the members are high school dropouts, others are paroled inmates of state or county institutions, and still others are continuing in school.

Team aides, usually college students, and supervisors, who are somewhat older, guide the groups with loose reins in selecting targets for community action.

Team in Oakland

James Battersby, a 1964 graduate of San Francisco State College, supervises a team of eight Negroes and two Caucasians—six girls and four boys—selected from Oakland recreation centers.

"The team, if it functions right, could represent hundreds, even thousands of Oakland youth," Mr. Battersby said.

"The members are getting acquainted with club groups—jacket and sweatshirt insignia-wearers—from sixth graders through the teen-age, and are finding it possible to work with these groups," he said, adding that "the team is trying to gain rapport and bring sections of the city together. It could be a key factor in the future."

Al Shults is the youthful team leader from the San Antonio area youth project in Oakland, where Negroes, American Indians and Mexican-Americans predominate and where juvenile delinquency is a problem.

The project has the cooperation of the police and the courts. It has begun to transform a block-long warehouse into a recreation center with basketball court and a counseling center for dropouts and former inmates of reformatories.

Young Leader Speaks

"Continually building all these institutions [reformatories] for kids shows the institutional idea isn't working," Mr. Shults said. "Out of every 100 released, 60 go back. I agree with our supervisor—Bill Parr, a 1962 graduate of the University of San Francisco and a Catholic seminary student for two years—that institutions are not the answer."

The same team is planning a summer camp in the Sierras.

In San Francisco two teams are joining to try to get more parents in underprivileged areas to attend Parent-Teacher Association meetings.

In Shasta County a team is planning "a kind of U.S.O." for Job Corps members based near Redding. Tutorial projects are favored in some other areas.

The program is designed to train youth to participate in community action. Its state director, Thomas A. Rowe, was for 18 years executive director of the San Francisco Youth Association.

"I have been amazed," Mr Rowe said, "at the difficult and important jobs the kids are undertaking in their communities."

The project idea is credited to the Governor's Advisory Committee on Children and Youth, a 35-member body appointed originally by Chief Justice Earl Warren when he was California's Governor. Six of the members are 16 to 21 years old.

READINGS

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Obtainable from: Anti-Defamation League
590 North Vermont Avenue
Los Angeles, California 90004

G 448/*The Police and Minorities*. Mildred Lewis. A report on a law enforcement conference held at the University of Oklahoma just after passage of the Civil Rights Act. Deals with police responsibility in the area of civil rights. Forthcoming 1965.

F118/*Prejudice and Policies*. Charpes P. Taft and Bruce L. Felknor. Revised edition. Traces the role religion and race have played in American elections, and describes how suffrage was gradually extended to all religions and races. Discusses such examples of prejudice as the 1928 election campaign, and concludes with a Code of Fair Campaign Practices. (Coauthors Taft and Felknor are executives of the National Council of Churches, and are chairman and executive director, respectively, of the Fair Campaign Practices Committee.) 56 pp. 50 cents.

F116/*Prejudice and Society*. Earl Raab and Seymour Lipset discuss how individual behavior toward minority groups is influenced by prevailing social practices to which we unconsciously conform. The authors describe how the attitudes are shaped as well as how they can be changed. 40 pp. 35 cents.

G454/*Crisis Without Violence*. Alexander F. Miller. The story of a community in crisis—New Rochelle, New York—and particularly, the role played in the crisis by the New Rochelle Human Rights Commission. Enumerates the steps instituted to eliminate tensions between Negroes and whites. 32 pp. 50 cents.

G 449/*Guidelines: A Manual for Bi-Racial Committees.* George Schermer. A valuable handbook for existing biracial committees and those interested in forming such organizations. The author discusses purpose, program, and organization; provides model ordinance and committee structure; supplies a directory of federal, state, local and private human rights agencies; and gives an annotated bibliography. Preface by Adlai E. Stevenson. 96 pp. $1.50.

G 363/*With Justice for All:* A Guide for Law Enforcement Officers: Foreword by U.S. Attorney General Robert F. Kennedy. A straightforward booklet on the necessity for fair play in handling conflicts involving different racial and religious groups. Copublished by ADL and the International Association of Chiefs and Police. Endorsed by Southern Police Institute. 36 pp. 25 cents.

R 94/*Evaluating Intergroup Relations Education.* Charlotte Epstein. An outline of guiding principles and suggested criteria for evaluating and improving intergroup relations in the schools. (From the *Bulletin* of the National Association of Secondary School Principals.) 5 cents.

G 456/*Living With Difference.* Gertrude Noar. An eloquent and positive statement on the need to accept all kinds of differences whether in the classroom or outside. 16 pp. 35 cents.

G 407/*Toward a Democratic Campus.* Robert Torte. A handbook for student leaders concerning human relations activities on and off campus. The aspirations and activities of the "concerned" American student of today are summarized; program and project ideas are outlined. Mr. Torte is with the education department of the New York Times. Published by the U.S. National Student Association.

G 453/*Behind the Headlines.* Revised edition. Outlines a special technique for studying intergroup relations through a more meaningful use of newspapers. With discussion questions, and annotated and graded lists of resource materials. For all ages. 24 pp. 35 cents.

F 109/*Group Dynamics and Social Action.* Kenneth Benne, Leland Bradford and Ronald Lippitt. This pamphlet meets the growing need to improve the quality of problem-solving within our group and organizational life. It contains many important techniques and suggestions for organizing and conducting group meetings and programs, and for understanding the dynamics of different personalities striving to reach common goals. The authors are respectively from Boston University, the National Education Association and the University of Michigan. 61 pp. 35 cents.

G 313/*To Clarify Our Problems:* A Guide to Role-Playing. Oscar Tarcov. Step-by-step guide to help group leaders use role-playing techniques as a discussion method. 6 pp. 10 cents.

JF 104/*A Living Bill of Rights.* William O. Douglas. Drawing from his years of experience on the Supreme Court, the author presents a lucid eloquent analysis of the Bill of Rights and its role in American history, cites significant cases against the background of contemporary civil rights and civil liberties problems. 72 pp. 50 cents.

RU 6/*Out of Many:* A Study Guide to Cultural Pluralism in the United States. Oscar Handlin. A brief account of the pluralistic nature of American democracy; maintains that by retaining their tradition of pluralism Americans express their desire to remain a free people. 32 pp. 35 cents.

G 437/*Teaching the Bill of Rights.* William J. Brennan, Jr. The Supreme Court Justice discusses the problems of individual civil liberties within the framework of the Constitution. He presents teaching methods to use in explaining the interdependence of our legal and educational systems. 23 pp. 25 cents.

G 420/*Teaching and Learning the Democratic Way.* Gertrude Noar. Deals with the know-how of creating experiences out of which come skills needed to live effectively in our pluralistic society. The principles, content, processes, values, materials and resources of intergroup relations education are included. 244 pp. $4.50.

RECREATION DEPARTMENT

CITY OF OAKLAND

CALIFORNIA

March 15, 1966

Dear Applicant:

Congratulations! You have been accepted for one of the trainee positions in the Youth Participation in Community Action Program. We are looking forward to working with you and the other members of the team.

First there are a few matters to attend to. Foremost you should make an appointment for a physical examination. Telephone 273-3396 and ask for Mr. Bernal. Do this immediately. Second, if you do not have a work permit obtain one immediately.

Your first assignment will be to a team meeting on Monday evening, March 21, 1966, from 7:00–9:00 p.m. This meeting will be held at the main office of the Oakland Recreation Department, 1520 Lakeside Drive, in the same room you were previously interviewed in.

Please be prompt and come equipped with notebook and pen.

Sincerely,

JAMES G. BATTERSBY,
Project Supervisor
Y.P.I.C.A.
(telephone 273-3694)

YOUTH PARTICIPATION IN COMMUNITY ACTION

Name of Agency: NEIGHBORHOOD HOUSE, Richmond, Calif.

Person filling out report: Mary Williams Date: 4/18/66

Report for the month of March

Major activities of the Community Action Project during this report period were:
1. Planning school district youth conference to be held in April around "Youth Human Relations and Communication."
2. Attendance at City Council meetings in preparation for proposals to Council re youth projects around human relations and recreation.
3. Planning and participating in action and negotiations in Richmond High School Action for Change.

In-service training meetings and program: Regular weekly team meetings around techniques and assignments. Theory of leadership and community participation is discussed as it arises out of action and concrete situations. Once a month two teams meet together with someone from City Hall, schools, etc., to dig resources, check out plans, etc.

Future projects in planning stage:
1. District Youth School Conference.
2. Youth Council for all Richmond youth.
3. Youth Human Relations Commission in City.
4. New recreation center run by youth.
5. Car club.

Problems encountered:
1. Some school administration personnel.
2. Some resistance and distorted reporting in local newspaper.

Do you need any specific assistance from YPCA office? Not at this time.
If so, what?

Please enclose copies of any newspaper or other publicity.

SPONSORS:

Governor's Advisory Committee on Children and Youth

Bertram Gold, Chairman
E. P. Stephenson, Vice Chairman
Miss Helen MacGregor, Chairman, Committee on the Youth Participation Project

Training Advisory Committee

Mrs. Hubert Wyckoff, Chairman
Irma Brown
Albin Gruhn
Myldred Jones
James Madrid
Mrs. Laurence B. Martin
Clark Robinson
Henrietta Scott
Paul Sheldon
Mrs. Robert Sibley
Faustina Solis

ADMINISTRATION:

California Department of the Youth Authority

Heman G. Stark, Director
Roy C. Votaw, Assistant Director
Thomas Rowe, Project Director
Victor S. Mack, Assistant Project Director (October 1965 to October 1966)
Myldred Jones, Assistant Project Director (October 1966 to December 1966)

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